

Marina R. Soto

Northeast Hispanic Needs:

A Guide for Action



Volume II



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A Guide for Action



Volume II

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This report was
prepared by

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ASPIRA Institute for Policy Research



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About the ASPIRA Association

ASPIRA was founded in 1945 by a group of concerned community leaders and professionals in New York City who met to discuss the alarming drop-out rate of Hispanic students and the social and economic conditions of the Puerto Rican community. Through their efforts, ASPIRA was formed as the first nonprofit organization in the United States dedicated to encouraging and promoting education and leadership development among Latino youth. In the ensuing 28 years, ASPIRA has expanded to include Associate offices located in New York City, Newark, Jersey City, Paterson, Camden, and Trenton, New Jersey; Philadelphia, Pennsylvania; Chicago, Illinois; Dade County, Florida; and Carolina, Puerto Rico. Its programs assist an average of 14,000 youths annually; over 3,000 of these young Latinos are placed in postsecondary educational institutions each year through the assistance of ASPIRA. Included are individuals of all Hispanic subgroups as well as non-Hispanics. Although ASPIRA's focus is on Latino youth, the Association is committed to assisting any young person who seeks help in his or her personal growth.

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About the ASPIRA Institute for Policy Research

In 1985, with initial funding from the Johnson-Heuch Company and the Dr. Phil Walker Reader's Digest Endowment Fund, ASPIRA established the Institute for Policy Research. Creation of the office marked a significant expansion of the research and policy analysis capability within the private, nonprofit sector of Hispanic organizations.

Headquartered in Washington, D.C., the ASPIRA Institute for Policy Research has access to government statistical bureaus, national research and advocacy organizations, and world renowned centers of information. Interaction with these agencies provides a constant source of data and issue identification and opportunities for cooperative relations with other research institutions.

The objectives of the ASPIRA Institute for Policy Research are to:

- undertake policy analysis and research focusing on the urgent needs and problems confronting the Hispanic community at national, state and local levels;
- prepare reliable and timely reports that assess and interpret prevailing policies of special concern to Latinos, providing alternative approaches and challenging commonly held assumptions;
- collaborate with public and private organizations on joint projects related to the education of Hispanics;
- develop pilot projects that address major educational needs of Hispanic students, as determined by needs assessments and data analysis, to serve as models, programs for local, state, and national decision makers;
- increase the number of professional Latinos in educational policy analysis and research by serving as a research center for experienced researchers and interns; and
- advocate on behalf of Latino youth and the Hispanic community by coordinating, preparing and presenting policy analyses to appropriate decision-making bodies.

Advice and support for the efforts of the ASPIRA Institute are provided by a Council of Advisors who represent various areas of expertise, including research, education, social science, community development, media and advertising, and advocacy. The members are:

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Background

To gather information on the perceived needs of the Hispanic community in the Northeast, the ASPIRA Institute for Policy Research tapped the expertise of knowledge and experience of Latino leaders. The objectives of the study included identifying:

- regional and national origin differences in the needs;
- resources available to address these needs; and
- action strategies for public policy makers, the philanthropic sector, and the Hispanic community.

The Institute undertook two extensive efforts to reach the conclusions and recommendations contained in this report:

The Conference

An initial list of over 100 prominent Latino leaders was developed using existing information on elected public officials, Hispanic organizations, and recommendations from the ASPIRA Associates: a network of advisors, executive directors, board members and staff. Although the conference was to attract leaders from eight states (Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island and Vermont), no few people were identified in Maine, New Hampshire or Vermont because Latinos do not yet appear to be organized into identifiable communities in these states.

Many of those identified were invited to participate in a two-day conference held in August 1988 to discuss the specific needs of their own communities, identify existing resources, both inside and outside these communities, and generate recommendations. Invited leaders were selected to represent the widest possible variety of professions and expertise—government, corporations, business, clergy, academics, human service and health providers—as well as geographic location (see Appendix III for a complete list of participants.) Efforts were made to ensure representation from the various Hispanic national origin groups: Cuban, Dominican, Puerto Rican, Central and South American,

and Mexican American. ASPIRA sought to bring together as diverse a group as possible to present pertinent data with different perspectives and to promote local discussion and lively interchange.

Participants were divided into heterogeneous groups to discuss areas identified as priority issues of the Hispanic community: health, housing, human services, education, employment, community economic development, and political participation.

To allow for small group interaction, the Latino leaders who participated in the two-day conference were divided into three groups, each with a facilitator:

Session	Facilitator
Education and Employment	Sarah Weidman, Ed.D. Associate Director Office of Minority Concerns American Council on Education Washington, D.C.
Health, Housing, and Human Services	Ellen Nikles-Wormack, Ph.D. Associate Vice President for Academic Affairs College of Staten Island New York
Community Economic Development and Political Participation	Herberto Martinez, Ph.D. Director of Training, Evaluation and Technical Services Institute for Urban and Minority Education Teachers College Columbia University New York City

The three groups were as heterogeneous as possible in the interest of capturing the diversity of the Latino communities in the Northeast. Each group was requested to discuss Hispanic needs and strategies for

The NTRAC Corporation and the Foundation are looking and just do the thing right, but do do the right thing the way. Looking to do as cultural but about change. We are looking to try do more things happen. We are interested why other people with the community that just want, stop if the community don't have other resources. We don't have plans to tell our services. And we don't have a community that which is doing the right kind of people to work for us. It is a benefit for us all to work together.

**Patricia Fogarty
Director
Strategy Development
and Planning
NTRAC Corporation**

addressing them in the particular area assigned. They were asked to go beyond listing definitions and spend as much time as possible during the two-day identifying creative and effective solutions.

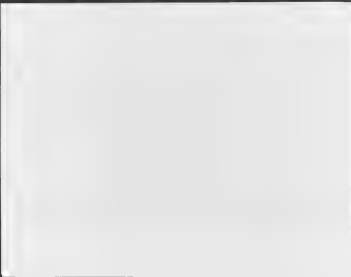
The arbitrary division of needs into categories was done to simplify the discussion. As was to be expected, the interrelationship of the categories was continuously made apparent in the group sessions. The session summaries for these discussions that ensued.

The Survey

A request made to conference participants for information on other leaders within their communities expanded the original list of Hispanic leaders to nearly 400. The needs identified by the conference participants were summarized and included in a survey instrument subsequently mailed to this expanded group. The survey requested respondents to indicate those needs that they perceived as the most pressing. Results: 60 percent of the leaders who received the questionnaire responded.

Individuals who received the survey instrument were certainly not all the Latino leaders in the eight-state area. The methods used to generate the list (interviews, existing lists of elected officials) produced a non-probability sample. The results therefore, are not to be taken as representative of the perceptions of all Hispanic leaders in the Northeast. The needs and recommendations offered in this report are supported by a review of research on Hispanic needs, an analysis of the transcripts of the conference, and the survey data collected. The transcripts and the data are available for study in the ASPRA, Association's National Office in Washington, D.C.

THE CONFERENCE



Education and Employment

Summary of Discussion

The session began with a brief overview of the condition of Hispanics in each of the five states represented. Participants observed that Hispanics in the Northeast are largely urban dwellers. In Connecticut, Massachusetts, New Jersey, New York, and Rhode Island Puerto Ricans represent the largest group, but migrant flows are changing the distribution of Latinos in these states. Puerto Ricans seem to be moving out of New York City while there is a growing population of Dominican and Cuban Americans in major cities in the Northeast. Latinos in Vermont are mostly Central Americans and Guatemalans. The secondary education gap for Hispanics is the rapid growth of Central American populations in some of these states. Participants believed that Cuban and South American are, as a group, more affluent than Puerto Ricans. For all Latino groups, however, residences, attainment a low, school dropout rates and unemployment are high, and college enrollment and graduation rates are low. There was consensus that development of effective education requires that both the similarities and the differences between the various national origin groups be understood.

The discussion at this session centered on a variety of interrelated issues: (1) educational attainment, (2) language and culture, (3) workforce training, (4) community self-help, (5) external funding, and (6) Latino leadership.

1. Educational Attainment

Participants noted that improving Hispanic educational attainment will require action in other areas as well. Employment, housing, health care, childcare, adult literacy, and poverty, all affect an individual's ability to obtain an education. The basic needs of families have to be met if children are to succeed in school. It is equally important for parents to be involved in their children's education and mechanisms should be established to prepare parents to make informed decisions for their children.

Language, competence strategies that treat education as a single system, from preschool to college,

were considered important. Cooperative and collaborative programs between the various levels (preschool to college) and types (public, private, and community-based) of education will ensure a continuing flow of Hispanic students and stop the leaks in the pipeline leading to higher education. Start-up/transition strategies for retention and recruitment to increase the opportunities of Latino youth already in school should also be encouraged.

The group agreed that there is little understanding of the barriers within the schools that prevent them from effectively serving Latino youth and these issues should be discussed as issues involving parents, teachers, students, and school administrators. Of particular concern was the lack of financial support of education for Hispanics, inadequate student financial aid and support for programs that serve the special needs of Latinos. The participants observed that community-based agencies that serve as advocacy forces are effective at leading the system responsible for serving young Latinos and should be supported.

2. Language and Culture

The discussion of issues related to Hispanic language and culture was interrupted throughout the session. Participants noted in particular that schools should provide a supportive environment that conveys the message that it's okay to be Hispanic. Instead, knowledge of the Spanish language and culture should be considered a resource and not a problem. Efforts should be made to encourage learning and proficient use of languages other than English.

To avoid such controversies, school language policies should be consistent with language-learning theory and decision makers should be educated on how language is learned. Existing methods of determining class placement and measuring academic achievement are not culturally sensitive and thus are inadequate for Latinos. Hispanic children are too often misdiagnosed as learning disabled.

Adult education programs, the participants felt, should provide literacy and English-as-a-Second-Language skills as well as provide bilingual vocational training.

The single most important barrier to success in the labor market for Hispanics is their low level of educational attainment. Only 50-60% of Hispanics complete high or more years of high school compared to 77-80% of the total population. E. J. Rios, Jr. of the Census, August 1985.

Hispanics have to stop looking at us as having a social pathology. We need to make the nation stop see knowledge of Hispanic language and culture as a resource, not a problem.

Felix Navarro Edmundo
President
Middlesex County College
Edison, New Jersey

The dropout rate for Hispanics is as much as three times higher than for white non-Hispanics, and one and one-half times higher than for black Puerto Ricans. Commission for Employment Policy and National Council of La Raza, 1985.

through community organizations have not educated our children, we have been forced to develop an alternative network of educational services and support systems.

Maria Estela Carrillo
Executive Director
Hispanic Office of Planning
and Evaluation
Roxbury, Massachusetts

In 1982, only 5% of Hispanics had completed four years of college or more compared with 20% for non-Hispanics. Among different Hispanic groups, 42% of Mexicans, 65% of Puerto Ricans, and 51% of Cubans had completed high school. Only 41% of persons of Mexican and Puerto Rican origin had achieved this educational level (U.S. Bureau of the Census, 1983).

We need to stress prevention instead of remediation. The focus on prevention at the earliest age possible and adequately decrease the incidence of homelessness.

Nathan Quilones
Chairman
New York City Board of
Education

3. Teacher Training

The training of teachers and administrators personnel who serve Latino children and youth should be improved, for group education. Staff development courses should be geared toward promoting cultural sensitivity. It was suggested that a requirement for teacher certification should be knowledge of language learning theory, Hispanic culture and the academic dynamics of racism and their impact on children's self-concept and achievement.

4. Community Self-Help

The belief in the benefits and effectiveness of community self-help was an underlying theme of the discussion. Community-based organizations that serve as advisory groups act as a medium to build the educational system responsible when schools are not effectively serving Latinos. It was argued that the existing adequate network of educational services and support systems has been developed because of the absence of these services in mainstream institutions.

The talents and expertise of Hispanics and community-based organizations were cited as valuable resources for their communities. Because of their ability to deliver services and to help within the community of other services available, community-based organizations should be strengthened and expanded by ensuring the financial success. One mechanism could be to create community endowments that would allow Hispanic organizations to have an independent source. Encouraging Hispanics to contribute to Latino organizations was also viewed as important. Other methods for increasing financial security include developing effective fee programs of nonprofit agencies. For some organizations, this method has proved to be an effective means for increasing income for program activities. Creating mechanisms to provide short-term, no-interest loans to help community-based organizations with cash-flow problems may also foster organizational stability. The group pointed out that encouraging mutual contributions from institutions such as universities and corporations to community-based organizations, such as personnel on loan, space, equipment, and technical assistance, is a

development tool often overlooked or unexplored. For example, Maria Cerezo of Rochester, New York, requested for professors from a local university to teach in the center for adults.

There was general agreement that Latino community-based organizations should establish coalitions with other Latino organizations to strengthen both their individual and collective effectiveness. Interagency collaborations and coalitions often were identified by participants as a means of exerting a stronger influence in all areas of social and economic decision making.

A number of examples of coalitions or efforts were discussed. For instance, group purchasing arrangements for classroom supplies, and equipment can be cost saving strategies. Joint public relations efforts can be very effective. Hispanic community-based organizations in Boston, for example, collaborated in funding a videotape on Boston's Latinos. Another opportunity for collaboration is working together on specific issues, such as reviewing the civil rights agenda or advocating for legislative and budgetary allocations favorable to the community.

Coalition building may promote greater responsiveness from funding sources, especially if it is evident that Latino organizations have worked together to learn about model programs, establish linkages, and facilitate collaboration and partnering. In such cooperative ventures it is possible for member organizations to meet emerging agencies in staff development, fund raising, and other forms of technical assistance. There was consensus that services could be improved by coordinating delivery programs. For example, find that programs should be linked to education and job training programs for parents.

5. External Funding

Participants suggested that public policy makers, in determining budgetary allocations, should recognize that Hispanic community-based organizations provide highly effective complementary services to schools and social service agencies—services that other organizations generally are unable to offer. Latino agencies play a vital role in the education of the Hispanic community.

To promote the stability and perpetuation of community-based organizations, funding sources should consider financial support for activities that would improve the ability of community-based organizations to raise funds, such as documenting the effectiveness of their programs or increasing membership.

The group strongly emphasized the importance of general operating funds. Community-based organizations need to develop these infrastructures to ensure stability. This requires general support funds, not just funding institutions (prior to local defined projects). While project-oriented provides some unrestricted funds, it is too piecemeal and inadequate to promote sustained organizational development activities.

Participants also agreed that meetings of community-based organizations are vital for promoting stimulation, coordination, and information exchange between groups. Funding sources should support these meetings at national, regional, and local levels.

6. Latino Leadership

Central to the issue of education, the development of Latino leadership and access to the decision-making process was discussed. Participants indicated that developing communities have a great need for leaders and that opportunities should exist for mobile managers to move into senior positions. Increased access of Hispanics to constitutional careers will broaden their potential impact on decision making. Furthermore, the number of Hispanic decision makers in organizations that allocate resources, such as United Way, where participants observed that Hispanics are significantly underrepresented, needs to increase. Latino presently in leadership positions should be supported.

Participants agreed that the Hispanic community has a number of resources available to address its educational needs, such as model programs. First, local community-based organizations, state and local social service agencies, the family, state and local education agencies, the talent and creativity of the Hispanic community, Latino leaders, and major regional and national advocacy and training organizations (ASPIRA, NCLR, Puerto Rican Forum, National Puerto Rican Coalition,

Congressional Hispanic Caucus, League of United Latin American Citizens, Puerto Rican Legal Defense and Education Fund, National Council of La Raza, Mexican American Legal Defense and Education Fund, National Association of Bilingual Education, and others). There was consensus that existing resources need to be strengthened and expanded. Many community-based organizations are understaffed and underfunded. School systems are not adequately serving children with special needs. Social service agencies need to improve and expand services and make them more responsive to the needs of the Hispanic community.

Participants indicated that funding sources should assist Latino communities not only out of a sense of responsibility, but also because it is in their best interest to help ensure the progress of tomorrow's economy and consumers. The Hispanic market is growing in importance and its buying power is increasing, yet problems such as the high drop-out rate are taxing corporate dollars. Moreover, many of the needs of Latinos—although often more critical—are shared by the entire population.

In the year 2000 the total number of Hispanic workers is projected to increase by 74% while blacks will increase by 24% and whites by 11% (Bureau of Labor Statistics, 1985).

In 1985, about 5.7% of U.S. workers were Hispanic and this proportion will increase to about 10% in the year 2000 (Current Population Survey, March 1985).

In March 1985, approximately 7.4 million Hispanics (16 years old and over) were in the labor force. Hispanic employment growth rate in 1981 was the last-year period's 1979-1980 period at 10.6% (up from 7% for all workers) (U.S. Department of Labor Statistics, 1985).

Many Hispanic teenagers drop out of school after sixth and they also drop out earlier than whites. 80% of Hispanics drop out before high school before the spring semester of their sophomore year (Hispanic Family Development Project, 1994).

Given the current number of Hispanics and the projected demographics, the economic well-being of the region depends increasingly on the well-being of Hispanics, both as consumers and as workers. Hispanics and the corporate world are linked by mutual self interest.

Nathan Quiñones
Chairman
New York City Board of
Education

In March 1987 18.3% of employed Hispanic males and 14.6% of Hispanic females were in managerial and professional occupations compared to 26.5% of employed non-Hispanic males and 23.5% of employed non-Hispanic females (U.S. Bureau of the Census, August 1987).

Recommendations

The group developed the following specific recommendations for the private, public, and community-based sectors:

The Private Sector Can:

- Play a major role in converting community-based groups to develop company-wide plans and strategies. This kind of meeting should take place in a neutral setting, away from the day-to-day pressures of the office. Sufficient time is required for delving into the issues at some depth and developing workable strategies.
- Help community-based organizations improve their effectiveness by providing both funding and technical assistance personnel for activities that will strengthen the organizations' infrastructures and improve the professionalism of their staffs, especially in such areas as budgeting, strategic planning, fund raising, and proposal writing.
- Supply general operating funds for community-based organizations to ensure continuation of nonprogram activities, such as public relations, which are essential for public recognition of the organization's activities and which, in turn, make the organization more attractive to funding sources.
- Provide incentives for their own personnel with skills in such areas as budgeting, strategic planning, and fund raising to serve on the boards of directors and advisory boards of community-based organizations.
- Create local reserve funds to meet community-based organizations with cash-flow problems. These often are funding gaps between the end of a project year and the award after from a government agency which require organizations to replace staff and cover all work in a project in gap time debt.

- Assist organizations in developing capital campaigns and endowments and contribute to those funds.
- Hire Hispanics to work in corporate giving departments and foundations.
- Encourage challenge grants for collaborative projects between community-based organizations.
- Seek out community-based organizations that can meet corporate and foundation staffs to the Hispanic culture and in the needs in the Hispanic community and possible solutions.
- Work with the community to ensure passage of culturally sensitive legislation and allocate budgetary allocations.
- Provide funding for the local Foundation Center or similar organizations to hire Hispanics to provide technical assistance to the region's community-based organizations.

The Public Sector Can:

- Encourage broad discussion of barriers to the educational achievement of Latino youth with parents, teachers, students, and Hispanic leaders.
- Insure that school language policies are consistent with language-learning theory.
- Improve data gathering on Hispanics.
- Enact legislation that is sensitive to cultural and economic differences between communities.
- Support knowledge of learning theory and cultural diversity for teacher certification.
- Work with community-based organizations to derive strategies and solutions to community problems.
- Develop mechanisms to increase the number of Hispanic teachers, counselors, and administrators.
- Appoint Hispanics to decision- and policy-making positions.

- Develop collaborative programs between the various levels (government, colleges and types of public, private, community-based education)
- Develop culturally sensitive methods for placement and grade promotion
- Emphasize the cultural awareness of school teachers and staffs

Community Organizations Can:

- Form coalitions at the local, state, and national levels to advocate for legislation and budgetary allocations favorable to the Hispanic community
- Convene at the local level for joint needs assessment and planning and to conduct controlled field testing
- Encourage mature organizations to assist newer agencies in organizational and staff development, fund raising, and proposal writing
- Educate the public/press on the need for new approaches that may not be seen as orthodox or conventional
- Work collaboratively to convince local corporations and foundations that it is in their self-interest to contribute to the improvement of the education of Hispanics
- Form coalitions around issues instead of geography and issues
- Discuss with other community-based organizations the similarities and the differences among the Hispanic subgroups and whether the differences require separate programs or whether existing programs can be adapted to serve the needs of diverse groups
- Promote Hispanics for election and appointment to decision- and policy-making positions and resource allocation positions, including boards of directors of foundations, corporations, and mainstream organizations such as United Way
- Develop cooperative purchasing plans for materials, supplies, large benefits, equipment, supplies, etc.
- Work together to coordinate and improve the delivery of services. For example, Head Start programs for children should also include education or job training for parents.
- Use the media to increase public support and awareness of Latino organizations and collaborate on local and regional public relations activities. For example, Boston's Hispanic community-based organizations collaborated in paying for a newspaper on the Hispanic community in Boston.
- Promote national Hispanic bodies to make their boards of directors more representative of Latino geographic and ethnic diversity if they are to be considered national organizations
- Work to develop new leadership and to provide training opportunities for middle management people
- Work with parents to empower them and provide training for effective advocacy
- Implement pilot programs for new, untried ideas to establish their cost effectiveness. A gradual planned process is preferable to attempts to achieve everything at once
- Revise the civil rights agenda
- Create a community endorsement fund
- Encourage Latinos to target charitable contributions to Hispanic organizations
- Develop profit-making organizations affiliated with nonprofit agencies
- Identify successful Hispanics and enlist them to help the community
- Tap into the corporate and nonprofit institutions in the community for in-kind contributions such as personnel, technical assistance, space, and equipment

Hispanics constitute only a small fraction of the teaching force: 2.6% of elementary school teachers and 1.7% of secondary school teachers, respectively (Equal Employment Opportunity Commission 1985)

College freshmen are 20% white, 2.3% black, 1.7% Hispanic (Chronicle of Higher Education, Dec. 10, 1990)

The median Hispanic family income was \$18,795 in 1986, more than \$10,000 less than the average income for non-Hispanic families (J. B. Perea, of the Census, Aug. 6, 1991)

Summary of Discussion

Usefulness of the Hispanic families interviewed in a [his] national survey had been an unmet epidemiologic priority: a willingness to attend health services. An ongoing collaboration with various providers in identifying health, education, and job barriers in Latino neighborhoods: the various illness and emergencies. (Anderson, Gascheffo, Riley, 1988)

AIDS is not a Hispanic problem, but in reaction to it we need to deal with it as Hispanics, because when we join with everybody else we lose the Hispanic issues, the cultural issues and approaches.

Allen Cardenas
Program Associate
New York State Division
for Women
New York City

Twenty-two percent of all pediatric cases of AIDS are found among Hispanic children (Coalition of Spanish Speaking Mental Health Organizations, 1983).

The group agreed to focus on Hispanic needs in the areas of health, housing, and human services adopted a very systematic approach for these discussions. Participants initially identified needs in each area, then proceeded to identify existing and lacking resources for each. The red products of the two-day session included an action agenda and a list of resources in health, housing, and human services for each of the five states represented (Connecticut, Massachusetts, New Jersey, New York, and Rhode Island) that appear in Appendix IV.

Health

Major health needs identified by participants generally fit into the following categories: (1) substance abuse, (2) health education, (3) financial access to health services, (4) AIDS, (5) teenage pregnancy, and (6) domestic violence. The discussion made clear that health issues frequently overlap and cannot be treated in isolation.

1. Substance Abuse

Participants agreed that efforts in the area of substance abuse should focus at the earliest age possible on preventive activities. They expressed concerns about media portrayal of drug use by sports stars and rock stars. The media were viewed as powerful forces that could and should educate and emphasize the negative aspects of substance abuse. Religious churches, and prison control centers also were mentioned as important organizations for educating the community about drugs. Involving youth in activities that build their self-confidence and sense of self-worth was identified as a strategy which community-based agencies can most effectively implement.

2. Health Education

Health education was viewed as an essential priority in any attempt to prevent substance abuse, teenage pregnancy, and AIDS. The group recommended a

comprehensive approach to health education to target all family age groups, from toddlers to grandparents, through institutions such as day-care and Head Start programs, schools, clinics, and community health services. The comprehensive public-health model developed in Hartford by the Hispanic Health Center, was mentioned as an effective community self-help approach. Volunteers recruited from the community can be trained to deal with family health issues in both individual and group settings. Community involvement was emphasized as a vital component of effective health education for Latinos.

Community health centers were viewed as successful elements in providing health-care services for Hispanics. Most Latinos tend to go to hospitals only for emergencies, and community health centers are required to encourage the use of preventive health care. Hispanic participation in health maintenance organizations and their involvement as health-care providers should also be expanded. Information brochures in Spanish were also mentioned as an alternative prevention tool.

3. Financial Access to Health Services

Financial access to health services is a critical need for Hispanics. Participants identified health care as a basic need that should not depend on a person's income and emphasized the need for a national health insurance program. Latinos are less likely than any other ethnic group to have health insurance.

4. AIDS

Recognizing the overrepresentation of Hispanics among AIDS victims, participants agreed that it is important to educate the community to view AIDS as a health issue, not solely as a homosexual issue. Information on AIDS should be sensitive to Hispanic cultural differences, including the strong homophobic attitudes among many Latinos.

5. Teenage Pregnancy

Teenage pregnancy was also recognized as a critical problem with particular cultural aspects that need to be

forced. Hispanic females may receive the message that they should marry and have children while young but too often pregnancy is viewed solely as the female's responsibility. Special dramatic presentations or videotapes targeted at youth were considered appropriate education tools.

E. Domestic Violence

Participants noted that domestic violence and child abuse in the Latino family are related to machismo. Latino men in traditional families are brought up to exert power over females and children while females are taught to accept male dominance as normal. Education and law enforcement need strengthening. Education needs to involve the entire family, including grandparents, whose presence in Latino households is common. Connecticut's special abuse statute was mentioned as a model of law enforcement legislation.

Housing

Discussion of housing needs centered on issues of cultural variables, financial accessibility, and access to decision making. Participants noted that in the Latino culture it is customary for the elderly to live with the family, but most available types of housing do not take this into consideration.

A lengthy discussion focused on the lack of housing for low-income Hispanics. Participants agreed that housing costs are increasingly higher in urban areas where Latinos are concentrated. Residential areas are being reserved for commercial use in many cities such as Hartford, Connecticut, and gentrification is pushing Hispanics out of neighborhoods in which they have lived for years. To deal with these housing problems, it is necessary to examine discriminatory practices, create community awareness regarding housing needs, and increase the presence of Latinos on decision-making bodies such as zoning and planning boards. Among the mechanisms mentioned by the group to increase housing for low-income Hispanics were creating more groups of Hispanics to work on community develop-

ment, increasing government housing at state and federal levels, increasing low interest loans for purchasing and remodeling, and informing Latinos of long range city and state housing plans.

Human Services

From the start of the discussion on human services there was consensus among participants on the philosophical premise that provision of human services should be based on a holistic approach. The critical elements of a holistic approach were identified as networking and collaboration among existing Latino community organizations and human service agencies with Hispanic clientele to allow for referrals and provide a comprehensive delivery of services, that is, a case management approach.

Latino leadership in the area of human services should be nurtured; participants indicated, including representation on policy-making bodies. Internships, youth leadership programs such as those operated by ANPBA, and youth conferences were identified as important leadership development efforts that should be expanded.

Facing the large number of Hispanic female heads of households, the group discussed the issue of female empowerment. Participants agreed that the advancement of Latino women should be promoted and suggested convening meetings of Hispanic women to discuss and develop strategies for female empowerment.

Reliable child care was identified as a necessity for most Latino families. Participants emphasized providing affordable, accessible, and quality care for Hispanic children by increasing the availability of child care for low-income parents, training parents to evaluate child-care services, disseminating information on day-care centers, increasing the knowledge of the particular needs of Latino children, and training Hispanics as child-care workers.

Twenty groups, community organizations, churches, and even schools (Hispanic soap operas) were mentioned as mechanisms to address Latino family issues, including family violence.

Though Hispanics make up about 7% of the U.S. population they account for 14% of the reported 4,500 cases (Washington Post, June 18, 1987).

The suburbs don't want low-income housing and you have gentrification in the cities. The poor are stuck in the middle.

Marlene Cruz-Aguado
Administrative Assistant to
Governor William A. O'Neill
State of Connecticut
Hartford, Connecticut

In 1983 30% of the Mexican American population had no health insurance compared to 1% for white non-Hispanics and 12% for the total U.S. population. In addition, 40% of more of 1.2 million U.S. Hispanics, Cuban Americans, and Puerto Ricans were uninsured (Geronzi and Moss, 1989).

In April 1985, 89% of the Hispanic student population ages 16-24 were employed compared to 44% of whites and 75% of blacks. Among non-student men, 84% and 77% of Hispanics were employed. The unemployment rate for Hispanics was among Hispanics (19%) followed by whites (11%) and blacks (10%). Bureau of Labor Statistics, 1986

I don't think that there is a city that doesn't have the first crappings of gentrification. We are going to be removed from the cities. Preservation of us as the first kind is the critical issue. It's almost like Native Americans fighting to stay on the reservation.

Freddie Garcia
Executive Director
United South East Settlements
Boston, Massachusetts

Home ownership is relatively low among Hispanics. In 1980, less than half of Hispanic households lived in houses they owned compared to two-thirds for the non-Hispanic households. U.S. Bureau of the Census, Condition of Hispanics, 1982

Recommendations

The group developed the following extended list of recommendations for the philanthropic community, the public sector, and the Latino community to encourage these groups to contribute to solutions in the areas of health, housing, and human services.

General

The Private Sector Can:

- Finance the development of creative day-care programs that are held at employment sites as well as at local community and inter-culturally relevant. Train Hispanic workers/women who are currently offering informal and informal day-care/child care so they are better able to care for Hispanic children. Develop literature and other educational materials to assist in evaluating child-care services.
- Finance a major youth leadership development program, movement, such as AMPLA's, promoting collaboration with agencies such as school systems, chambers of commerce, and churches.
- Fund a conference to bring together representatives of women's organizations to discuss the Hispanic women, develop an agenda for inclusion of Hispanic women on policy-making boards, and set goals for furthering the social and economic development of the Hispanic women.
- Fund services which support Hispanic women as they seek further education.
- Finance facilities that will offer information to Hispanics about emergency services and programs in health, housing, and human services.
- Create linkages with community development projects.
- Provide technical assistance to community development programs.
- Provide technical assistance on proposal writing.

The Public Sector Can:

- Increase the hiring and retention of Hispanic staff members.
- Increase media campaigns with Hispanic role models (both English- and Spanish-language media).
- Confound and change the negative images of Hispanics that media present to young people.
- Develop a holistic approach to a delivery system of services by:
 - putting this concept into the organizational structure of purpose,
 - developing a case management approach,
 - networking/relating with other organizations,
 - developing a consortium in education, human services and housing,
 - developing cooperative agreements between organizations with complementary objectives,
 - increasing representation on boards by having community input and including a service response on boards, and
 - urging corporate givers to develop goal writing relevant to Hispanic interests.
- Create corporate/community linkage programs.
- Develop advisory groups to influence decision makers, including religious leaders, educators, and community leaders.
- Disseminate bilingual information on all aspects of health, housing, and human services, including Hispanic diseases and women's rights issues.
- Set up hotlines for emergency information.

Community Organization Can:

- Increase dialogue between school systems and the community.
- Develop a sense of family responsibility among Hispanic males.
- Support youth leadership development programs.

- Encourage local chambers of commerce to develop regional youth leadership conferences.
- Encourage school systems to initiate youth leadership programs both for bilingual program students and for mainstream students.
- Expand the number of internships with Hispanic community-based organizations.
- Increase and support Hispanic community-based organizations.
- Advocate for change in funding policies with regard to operating/administrative expenses in community-based organizations.
- Encourage schools to remain open after school hours and utilize volunteers to provide services.
- Create committees (e.g., act as watchdogs for legislative actions).
- Disseminate information on community services in both English and Spanish.

Health

The Private Sector Case

- Help create employment opportunities for Hispanics within health organizations.
- Develop equitable health care financing.
- Create health research facilities and think tanks.

The Public Sector Case

- Provide health education for Hispanic children.
- Develop teenage pregnancy prevention educational videotapes.
- Increase the number of school health clinics.
- Expand community clinics and hospital services.
- Promote active enforcement of laws controlling illegal drug traffic and use.
- Encourage media to cover health issues as they relate to the Latino community and to use their influence to discourage the use of drugs and alcohol.

- Use accented Spanish map spread to educate Latinos to deal with family violence.
- Involve churches and local governments in developing innovative health and human services systems.
- Create drama groups that could be used by different communities to educate and inform students on health and family violence issues.
- Study the impact of pornography on the Hispanic community.
- Develop a program to obtain and analyze young people's attitudes on health issues.
- Provide a holistic family approach to health issues.
- Increase the availability of babysitting and child-care services.
- Encourage media to play a greater and more culturally sensitive role in disseminating information about emergency services available to Hispanic consumers.
- Provide teacher training in health education.

Community Organizations Case

- Create agencies and advocacy groups for health issues.
- Establish a family-oriented, multidisciplinary approach to health problems.
- Increase the number of health clinics in communities and its schools and expand hospital services.
- Begin sex education at the elementary school level and provide teenagers with information on pregnancy prevention.
- Develop health career awareness.
- Develop community and school education on AIDS.
- Provide positive alternatives to drugs.
- Support free health services for youth.
- Provide peer counseling in health education.

In March 1982, the unemployment rate was 16.7% for Hispanics and 8.8% for non-Hispanics. Hispanics suffered the highest unemployment rate among all Hispanic groups, 31.7%, which the average negro age was 21.6% for Puerto Ricans, 7.9% for persons of Central or South American origin, and 5.5% for Cubans (U.S. Bureau of the Census, 1982).

Hispanics in the work force receive the lowest weekly wages of any major group in the labor market with Mexican women reporting the lowest wages (U.S. Bureau of the Census, Statistical Abstract of the U.S., 1986).

Two out of every five Hispanic children lived in poverty in 1981, the highest poverty rate ever recorded for Hispanic children. This represents nearly 40% of 34 million of all Hispanic children under age 18 (Kanter on Budget and Policy Priorities, 1986).

In March 1997, there were 4.9 million Hispanic families in the United States. 71% were married-couple families, 21% were Hispanic mothers with women with no husband present. By Hispanic group, 70% of Cuban Americans, 51% of Mexicans, 41% of Central American Americans, and 41% of Puerto Ricans live with a husband present. (U.S. Bureau of the Census, August 1997)

The majority of our families are Spanish-speaking. Our future as a community is centered on the needs of Spanish.

Carmelo Iglesias
Executive Director
Casa del Sol
Boston, Massachusetts

Only 10% of the nation's children are Hispanic. They comprise 20% of the nation's poor child population. *Portrait, Association of Latino Elected and Appointed Officials, 1997*

- Disseminate information on model programs for community health education
- Encourage doctors to provide discounts for prescriptions in Spanish
- Support national health insurance
- Develop collaborative efforts among all health groups, health practitioners, the community, and educators

Housing

The Private Sector Can:

- Increase support for homeless students
- Fund the development of management companies and individuals to maintain buildings
- Fund community housing information workshops
- Provide financial assistance to allow community groups to buy abandoned buildings
- Promote the expansion of organizations involved in housing development

The Public Sector Can:

- Review and analyze community housing legislation that may affect Hispanic families
- Hold housing information workshops in the community
- Conduct seminars or conferences on the steps involved in purchasing a house
- Train people to become housing managers using local colleges as resources and training facilities
- Increase support for shelters for homeless Hispanic women and children
- Create local and regional housing planning commissions and recruit and train Hispanics to work with those groups
- Increase Hispanic representation on existing housing boards and organizations and on zoning and planning commissions

- Set aside a percentage of square footage for low-income housing
- Increase the use of media to publicize availability of low-interest loans
- Use university students to look at language housing plans by region and assist in developing language plans
- Use university students to contact tenants who are being evicted
- Develop a national concerted effort to increase affordable housing

Community Organizations Can:

- Diversify model housing development programs
- Hold housing information workshops in the community
- Educate communities on purchasing housing, including conferences and developing proposals to obtain funding for technical assistance
- Support a legislative agenda to establish housing as a basic human right and to secure low-income housing
- Acquire abandoned property, individually or as a group, that can be developed as low-income housing
- Encourage local governments to reinstate abandoned real estate
- Create regional planning associations and increase Hispanic representation on state and local zoning planning and community organization boards
- Support tenants' rights by providing technical assistance and training, writing how-to manuals, and educating the media
- Recruit non-Hispanics working in housing to the particular needs of Hispanics
- Encourage corporations to support low-income housing
- Increase community support for homeless children

- Recruit and train volunteers for housing planning committees.

Human Services

The Private Sector Case

- Fund the development of advocacy programs in foster care, using the Puerto Rican Association for Community Affairs of New York as a model.
- Fund the development of a creative community education program on foster care and increase the number of Hispanic foster homes.
- Fund videotape/drama/television programs targeted to address issues related to women, such as domestic violence.

The Public Sector Case

- Increase funding for training police to deal with domestic violence.
- Provide training for community residents to become childcare providers.
- Create state policies on child care that focus on Hispanics.
- Increase Hispanic representation on the Children's Welfare Fund.
- Have the state government, municipal government, and the Hispanic community assess the problems with foster care and adoption and give Hispanic agencies licensing powers in the area.

Community Organization Case

- Promote the creation of additional Head Start programs.

One out of every 11 Hispanics who entered foster care last year was poor as opposed to only one of every 46 white non-Hispanics and one of every 27 blacks. (Center on Budget and Policy Priorities, 1995)

Community Economic Development and Political Participation

Summary of Discussion

Participants in this session focused on three areas of concern: political education and empowerment, economic development, and community development. There was consensus from the outset, however, that the strongest interrelation between these three areas requires comprehensive solutions. Thus, improving the conditions of Latinos must not be viewed as dependent on the solution of one isolated set of problems but should be approached as an integrated process. In each of the three areas—political education and empowerment, economic development and community development—participants indicated that Latinos must increase their skill levels, access to jobs and leadership positions, mechanisms of collaboration, and access to education.

Political Education and Empowerment

Increasing the participation of Latinos in political office was considered essential for the advancement of Hispanic communities in the Northeast. Participants discussed major limitations to attaining political positions: (1) financial resources, (2) low numbers of voting Hispanics, and (3) insufficient understanding development opportunities.

1. Financial Resources

The lack of financial resources to market candidates and to cover the costs of their political campaigns was mentioned as a major drawback which can be improved by:

- developing a network of Hispanic professionals to provide pro bono support in such areas as law and public relations for Latinos running for office;
- establishing a network to raise money for viable Latino candidates throughout the Northeast (including support from within and outside of the Hispanic community);
- developing the fundraising skills of present and future Latino leaders; and
- creating Hispanic political action committees.

Without economic development there is no political power. Moreover, it's a catch-22 because without political power there is no economic development.

**Margarita Rodriguez
Policy Aide
Office of the Lieutenant Governor
State of Rhode Island
Providence, Rhode Island**

*In the 1986 Presidential election, 36% of Hispanics 18 years old and over reported that they had considered vote. JCE noted: In such elections, the voter registration and participation rates were lower for Hispanics than for non-Hispanics. The substantially lower rates for Hispanics are partly the result of the relatively higher and growing proportion of foreign born among Hispanics (1/4 born in the Census. *Condition of Hispanics, 1986*).*

One participant noted that in Massachusetts the Republican Party is increasing the participation of Hispanic candidates by contributing \$5,000 to their campaigns. This strategy was noted as one of enlightened self-interest by which the number of Republicans among Latinos could be increased in a largely Democratic state.

2. Hispanic Voters

Increasing the number of Hispanic voters, the participants agreed, requires effective political education in general awareness of the importance of participating in the political process and thereby gaining power in the political arena. Organizations that can provide training in this area should be supported, moreover, their accessibility to relevant data on voting patterns, political trends, political organizations, and federal, state, and local budgets should be improved.

Several strategies to increase the number of Hispanic voters were discussed. Expanding the success of existing voter registration drives, such as those conducted by the Southwest Voter Registration and Education Project, in other regions of the country, would greatly increase the number of Hispanic voters. Further increases in Hispanic presence at the polls would occur if mechanisms were established to simplify registration and voting procedures (lifetime registration, mail registration, mail registration by demand, and to develop local networks to provide clear and concise information on procedures and voting procedures. It was agreed that Hispanics' knowledge and awareness of the political process and of the benefits of political participation could be increased through a variety of training sessions. Research on Latino political trends and patterns was considered essential to candidates as well as to the Hispanic community.

Participants noted that politically empowering Hispanic voters involves developing their skills in expressing their views to public policy makers and holding public officials responsible for their actions—or lack of actions—on issues of importance to Latinos. Formulating political agendas to address broad societal issues and establishing coalitions with other groups with

similar concerns would strengthen Latino efforts to effect change and improve their capacity to lobby effectively.

2. Leadership Development

Development of leaders in the Latino community was discussed on several occasions during the seminar. Participants noted that numerous resources are available to promote the emergence of Latino leaders, organizations such as the Congressional Hispanic Caucus, National Association of Latino Elected Officials and ANPBA, a growing number of Hispanic elected and appointed officials and their staffs, and a cadre of experienced community and national leaders. Building on these strengths, programs to train Latino leaders should act as a support system for Hispanics interested in politics (for example, an Hispanic model for future political leaders and a method for developing skills in structuring a candidate's Hispanic legislative agenda to meet the needs of the community).

There was consensus on the importance of maintaining an ongoing mechanism for bringing people together to plan and coordinate strategies to meet the needs of the Hispanic community in the region.

Economic Development

The discussion on economic issues focused on (i) job creation and (ii) the development of local communities.

A. Job Creation

There was clear agreement that hiring Latinos at all employment levels needs to be encouraged and promoted. The private sector was identified as an important source of additional jobs and as a potential beneficiary of the bilingual and bicultural skills of Hispanics. Particular emphasis was placed on increasing the representation of Latinos in policymaking bodies of foundations and corporations.

To increase access to private sector jobs, numerous strategies were discussed. Identifying future employment trends in the private sector and designing programs to prepare Hispanics for these positions would

ease Hispanic entry into these jobs. Advocating that corporate America give increased attention to Latinos because of demographic changes, increased buying power, and the benefits of bilingual/bicultural personnel was also viewed as a tool for opening corporate employment doors. Creating corporate mentorship programs to train Hispanics for middle-level management positions in corporations and developing networks with Latinos employed in the private sector would also provide a support system for Latinos moving into the corporate world.

B. Developing Local Communities

The employment possibilities within local communities could be enhanced by developing infrastructures and training programs that facilitate procuring and acquiring needed capital resources within local communities (the enclave system). Other community employment strategies mentioned include:

- facilitating Latinos with capital incentive plans and working with the local government to ensure Hispanic participation in these plans;
- developing interpersonal skills training programs;
- training Latinos to effectively use media and technology to advertise products, promote enterprises, and serve as management tools;
- promoting for-profit branches of existing non-profit-based organizations as a means to increase the independence of community agencies;
- developing and supporting small business enterprises through partnerships with corporations which could provide mentoring opportunities, access to capital, training in fiscal management techniques, and credit consultation;
- identifying funding and venture capital sources;
- disseminating information on successful models of small business development;
- disseminating information on opportunities to provide services to the private sector.

In 1982, there were 248,145 Hispanics-owned firms worth \$15 billion in revenues. S. S. Burtel, of the Census Dept. (1982).

The migration of entrepreneurship for Latinos is accelerated. Demographically, three-quarters of non-Puerto Rican Hispanics in the Northeast are U.S. citizens.

**Yohel Canmay-Frutos, Ph.D.,
Hispanic Chairman,
Massachusetts Legislative
Commission on Hispanic Affairs
Boston, Massachusetts**

Seventeen percent of Hispanics earned incomes over \$10,000, and 53.1% of Hispanics' household-headed families are poor. (Center on Budget and Policy Priorities, 1986)

People who do not have a job are very severely disadvantaged in terms of any other aspect of collective activity.

Frank Rosillo, Ph.D.
Director
**Centro de Estudios Puertor-
 quenios**
Hunter College
New York City

In 1982, the number of Hispanics in poverty reached 3.2 million (27%), the largest number ever recorded for Hispanics. (Center on Budget and Policy Priorities, 1986)

- developing day-care services as a source of jobs which would also allow Latino women to seek employment;
- strengthening community agencies through corporate and fund contributions and volunteer-in-kind programs.

Subsistence benefits such as day care and health care were considered vital to maintaining a minimum wage.

The need for think tank activities was again discussed by the group as a necessary tool for long-range planning and network development.

Community Development

The changing nature of Hispanic communities in the Northeast was mentioned as an issue which should be analyzed and understood. Available data suggested that Puerto Ricans have been migrating from New York to Connecticut, New Jersey, and Florida. At the same time, large groups of Dominicans and Central and South Americans are migrating to the Northeast. Political refugees have a set of particular issues that are partially addressed by groups involved in the Sanctuary Movement. Participants indicated that the Latino agenda must be broad-based to include these new groups. Discriminatory immigration policy was identified as an issue requiring attention. In addition, the group observed that while people often assumed that non-Puerto Rican Hispanics are not U.S. citizens, available data appear to suggest that a large percentage of them are citizens.

The misrepresentation of some local United Way agencies, particularly in New York City, was discussed at length. In animated exchange, participants reported their dissatisfaction with the funds allocated to Hispanic organizations through United Way. Participants suggested several strategies to promote proportional resource allocation, increasing Latino representation on local United Way resource allocation and priority determination committees was considered essential. Collecting data and disseminating information on United Way's patterns of resource allocation would help

community-based organizations identify areas of particular difficulty.

The group agreed on the importance of working with United Way and other funders to ensure that resources allocated to traditional non-Hispanic organizations are providing services to Hispanics in proportion to their representation in the local population. Meeting with United Way representatives to encourage them and express concerns would facilitate this process. In addition, corporations, foundations, and Hispanic contributions should be encouraged to support the funding of Latino agencies.

Noting the recent deaths of several well-known community leaders and the transfer of agency directors to other jobs providing professionals, advancement participants agreed that planning for leadership succession and continuity is vital. Staff training and leadership development programs for middle-level managers and other employees of community agencies could help ensure the sustainability of new leaders. Staff development should focus on communication, marketing, and fund raising.

Observing once again that bringing together diverse groups of Latinos does not happen very often, the need for a continuous networking mechanism was expressed. Such meetings promote communication and relations that allow for a more comprehensive understanding of the issues facing Hispanics, and facilitate joint planning and strategy development.

Recommendations

The following list of recommendations was developed by the group participants:

Political Education and Empowerment

The Private Sector Can:

- Finance existing institutions to conduct voter registration and participation drives.
- Support political, education and leadership training workshops.

- Create a local/national state task, to plan and coordinate strategies to meet the needs of the Hispanic community.
- Provide equipment and technical assistance to upgrade the communication of information and the management of existing agencies.

The Public Sector Case:

- Establish a clearinghouse for data on the following: federal, state, and local structures, budgets, and local politics, organizations, demographic information, voting patterns, available research on political trends and patterns, successful political empowerment models, and federal, state, and local boards and commissions.
- Develop a local information network (to ensure that Hispanics receive clear and concise voting information (e.g., schedules, deadlines, voting procedures, and lists of local elected officials) and their function within the legislature).

Community Organizations Case:

- Train future leaders in fund-raising techniques to obtain financial support from outside the local community.
- Conduct voter registration and participation drives.
- Establish mechanisms to promote desired changes in registration and voting procedures to increase political participation (online registration, mail registration, local registration centers, election-day registration facilities).
- Assist existing institutions in developing political agendas and strategies that, without excluding Hispanic concerns address broader social issues.
- Develop alliances with other minority groups, women's groups, and mainstream organizations and individuals that share Latino concerns.
- Develop a network of Hispanic professionals to provide pro bono legal support for Hispanics running for office.

- Maintain a lobbyist to represent Hispanic interests in each of the state legislatures.
- Create Hispanic political action committees.
- Establish a network of support to raise funds for viable Hispanic candidates throughout the North east.
- Establish procedures to ensure that corporate financial support intended for the Hispanic community is, in fact, benefiting those communities.
- Establish linkages between Hispanic agencies and the major political parties to provide information to the community.
- Conduct research on Hispanic politics, trends and patterns.
- Use the financial resources of Hispanic professionals and entrepreneurs to support activities that increase Latino political representation.
- Use the experience and support of Hispanics presently assigned to the staffs of elected officials.
- Conduct training sessions to increase understanding of the political process, including the functions and procedures of the state legislatures, to hold officials accountable and make community needs known.
- Train Hispanics to manage and participate in political campaigns so they can participate at all levels of government.
- Train Hispanics in the use of technology and media in political campaigns.
- Train Hispanics to establish and maintain ongoing relationships with elected officials.
- Prepare Hispanic youth to train other members of the community.
- Establish a support system for Hispanics interested in politics (an Advisor model for future political leaders).

The issue of discriminatory voting policies that this country has made to be laid out. If people that are running away from participation in their countries are from Latin America, they are not entitled.

Olga Escobar
Assistant Coordinator for
Human Resources
Rhode Island State Department of
Human Resources
Cranston, Rhode Island

Economic Development

The Private Sector Case:

- Become aware of the importance of demographic changes, the buying power of the Hispanic community and the potential contribution of bilingual/bicultural personnel
- Develop joint programs with nonprofit organizations designed to provide small businesses with access to capital, training in fiscal management techniques, and credit consultation and advice
- Recruit Hispanic employees
- Develop employer-sponsored training programs for workers reentering the work force
- Serve on the boards of directors of Hispanic organizations
- Reinvest capital earned from sales to the Hispanic community
- Provide technical services using new technology to support the efforts of nonprofit organizations
- Provide corporate citizenship for Hispanics
- Provide assistance and/or to strengthen the economic development efforts of community development agencies
- Expand the number and quality of services purchased from Hispanic vendors
- Establish lending of Hispanic initiatives in a priority area
- Fund a think tank to work with corporations in the following areas:
 - ranking of needs and resources by priority,
 - planning long-range strategies,
 - identifying employment and training needs and
 - promoting and disseminating information on successful models of economic development.
- Disseminate information regarding opportunities for Latinos to provide services and products to large corporations.

- Sponsor economic development and training workshops
- Create mentoring programs to train Hispanics for management positions in corporations.

The Public Sector Case:

- Recruit Hispanic employees
- Establish mechanisms to facilitate dissemination of successful models of economic development across various local communities
- Disseminate information about funding sources, venture capital sources, and new areas of economic opportunity
- Support the efforts of Hispanic organizations to strengthen the public education system
- Support efforts to sustain and monitor Equal Employment Opportunity programs

Community Organizations Case:

- Train Hispanics to effectively use the media and new technology to advertise products, promote enterprises and serve as management tools
- Identify Hispanics presently employed in private corporations and foundations and make the information available to local community members
- Establish a dialogue between Hispanic corporate employees, nonprofit service agency personnel, and community leaders to promote cooperation and mutual support
- Develop entrepreneurial skills training programs, focusing on future employment trends in the private sector and possible transformation of skills
- Create training and support programs to facilitate the entry of Hispanic women into the work force
- Partner with Hispanics with capital incentive plans and work with local governments to ensure Hispanic participation in these ventures
- Establish training programs for small business owners, community members, and others to

Corporations are going to be looking at us as a young, influential group who is going to have a lot of political clout in the future

Rita M. Martin
Chairperson of the Board of Directors
National Council of La Raza
New York City

The 20 million Hispanics in the United States represent the fifth largest Hispanic population in the world, and more buying power than all 17 million people in Mexico. (U.S. Hispanic Chamber of Commerce 1990)

promote capital formation and preservation of limited resources within local communities

- Develop infrastructures that facilitate preserving and increasing existing capital resources within local communities (i.e. co-ops, etc.)
- Create for-profit organizations affiliated with existing community-based social service agencies
- Develop joint programs with private corporations designed to provide small businesses with access to capital, finance, management techniques, and credit consultation and advancement
- Promote collaboration and joint ventures with non-Hispanic organizations and business enterprises
- Provide corporations with a list of potential Hispanic business partners (i.e., vendors for corporations)
- Educate Hispanic workers regarding existing laws that preserve wages, employment, and working conditions, etc.
- Educate Hispanic workers to obtain the support of unions to secure maximum wages, health care and other employee benefits of great importance to Hispanics
- Encourage private sector activities that result in positive utilization of positions available to Hispanic communities
- Use the financial and technical support of national and local Hispanic chambers of commerce
- Establish a monitoring program to assist new Hispanic businesses over an initial three-year period

Community Development

The Private Sector Case:

- Develop collaborative partnerships with community organizations to ensure that the private sector's financial contributions reach the Hispanic community in an efficient and cost-effective fashion
- Provide financial support to strengthen the infrastructure of community-based organizations
- Create a think tank to establish a set of priorities for the Northeast, facilitate dialogue among the various Hispanic subgroups and with corporate representatives, facilitate long-range planning, and coordinate development activities
- Support the establishment of a clearinghouse to identify successful community development models and make them available to local communities
- Provide financial support for training middle-level managers in community-based organizations
- Provide financial support to conduct ongoing staff training and secure leadership continuity in community-based organizations
- Fund a training program to reinforce the leaders of Hispanic agencies with new corporate banking procedures, marketing services techniques, and fundraising techniques
- Provide corporate support for increased Hispanic representation on United Way's working committees
- Work with community-based organizations to ensure that resources allocated to traditional non-Hispanic organizations are providing proportional services to the Hispanic community
- Identify nontraditional ways of contributing to the economic development of the Hispanic community (i.e., investment support for small and medium-sized businesses)

We don't have representatives on boards of corporations. And that's not all. I have qualified people, but corporations have never given out and really looked at what we have.

Rafaela Torres
Communications Consultant
New York City

Despite the economic difficulties of many, Hispanics constituted a 10% ethnic market in 1980 (Hispanic Policy Development Project 1984)

In facing the exciting task of being a political candidate, leaders finding ways to raise funds are used to be part of electoral work in under way to make the process more democratic less dependent on the privileges of wealthy money.

Frank Rosillo, Ph.D.
Director
Centro de Estudios Pire-
torriopina
Bunker College
New York City

The Public Sector Can.

- Facilitate the gathering of Hispanic agency representatives for strategic development and planning, priority development, and collaborative ventures with the private sector.
- Establish regional centers for documentation and dissemination of information on important issues and successful community programs to local communities.
- Identify corporations that support the Hispanic community and make this information widely available.

Community Organizations Can.

- Develop training programs for middle-level managers working in community organizations.
- Create leadership training and development programs to ensure leadership continuity and enhance the skills of staff members working in community agencies.
- Train the staffs of community-based organizations in communication skills, marketing skills, and the procedures of foundations and corporations.
- Establish collaborative partnerships with corporations to ensure that the private sector's financial contributions reach the Hispanic community in an efficient and cost-effective manner.
- Promote relationships and status, support among agencies representing the various Hispanic sub-groups.
- Identify the area of expertise of local service organizations and provide this information to other local agencies.
- Establish an ongoing dialogue between Hispanic leaders and corporate representatives to exchange information, identify demographic and economic trends, and develop joint efforts.
- Support a regional meeting of Hispanic leaders and United Way representatives to exchange informa-

tion and ideas, and identify areas in need of additional support, in order to increase the number of Hispanic organizations participating in the United Way program.

- Encourage public and private sector Hispanic employees to participate in the United Way program and to insist that Hispanic organizations be included in the program.
- Work with corporations to ensure that resources allocated to treatment non-Hispanic organizations are providing proportional services to the Hispanic community.
- Work with corporations to identify contributions, ways of contributing to the economic development of the Hispanic community (e.g., investment support for small- and medium-sized businesses).

Survey Methodology

Following the two-day conference of Latino leaders, a survey instrument was prepared to obtain the views of a broader group of leaders on the needs of Hispanics in the Northeast. The survey instrument (see Appendix B) consisted of a listing of needs in six categories and a few questions to define the professions, state, and national origin of the respondent's reference population. An initial set of Latino leaders was developed by the ASPBA staff and was expanded with the help of conference participants to nearly 425. Because of the manner in which the set of survey participants was derived, the sample of leaders is *unrepresentative*. Thus, no statistical inference can be made that the results of the survey are representative of the entire population of leaders in the Northeast. However, the use of different methods to gather information about Hispanic needs reviewing existing publications, the two-day conference, and the survey increases the degree to which the findings are representative of Latino leaders in the Northeast.

A total of 424 survey instruments were mailed out, and eight were undeliverable. As an adjusted sample size of 416, response rates are as follows:

	Mailed out Number	Returned Number	Percent
Connecticut	28	28	68
Massachusetts	168	192	81
New Jersey	38	21	62
New York	142	72	50
Puerto Rico	28	18	75
Vermont	1	0	0
Total	424	249	59

Overall return rate: 59 percent

As the above figures show, responses were received from only five of the eight states. Leaders in Maine and New Hampshire were not identified. Hispanics in these two states and Vermont appear not to be organized into identifiable communities, although there is evidence that their population is growing, perhaps aided by the boundary Movement in the region.

The list of needs derived by the conference participants that formed the bulk of the survey instrument was divided into six areas. The division was an arbitrary one derived as a mechanism for helping organize a complex reality. The interrelatedness of the categories is evident and was confirmed by the discussions that took place during the conference.

Survey respondents were requested to select the five most pressing needs for each of the six areas. The orders of priority for each area, as determined by the total number of respondents indicating a particular item, appear in Tables I through VI.

An examination of all the needs identified by the leaders who attended the conference reveals three common themes: representation, responsiveness, and empowerment. Representation to include within the survey instrument a listing of its rising needs to resources housing, health, education, health services, education, as well as discussing the presence of race, the average frequency, substance abuse, unemployment, needs related to responsiveness focus on improvement of racism, social conditions that affect Hispanics such as criminal justice system improving service delivery, increasing visibility, and promoting a positive image. The empowerment category encompasses needs related to the labor or rural area of Latinos and their communities such as developing skills, providing assistance, collecting and disseminating information, and increasing involvement of the community.

TABLE I
Political Education and Empowerment Needs

Priority

1. Increase the representation of Hispanics in elected and appointed offices.
2. Increase the number of Hispanic voters.
3. Increase the Hispanic community's understanding of the political process at national, state, and local levels.
4. Increase the responsiveness of public officials to meeting the needs of Hispanics.
5. Promote Hispanic awareness of the benefits of participating at all levels of government.
6. Establish coalitions between groups that share Hispanic interests.
7. Increase the number of Hispanics able to effectively manage and conduct political campaigns.
8. Promote research and dissemination of information on Hispanic voting patterns, elected officials, political organizations, and political empowerment models.
9. Increase Hispanic political functioning capability.

TABLE II
Education and Training Needs

Priority

1. Increase Hispanic school attendance and reduce dropout rates.
2. Increase Hispanic representation in administrative and policymaking positions at all levels of the educational system, i.e., superintendents, school boards, etc.
3. Promote parents' involvement in their children's education.
4. Promote quality training programs providing skills that lead to employability for youth and adults with limited English proficiency.
5. Increase access of Hispanics to teaching positions at all levels of the educational system.
6. Provide students with limited English proficiency with an education that promotes academic achievement.
7. Promote entry of Hispanics into nontraditional academic disciplines, technology, and emerging fields.
8. Increase the financial accessibility of education to Hispanic students.
9. Increase the visibility of and access to Hispanic achievers as role models.
10. Promote English literacy for adults and semi-literate youth of limited English proficiency.
11. Improve the image of Hispanics as portrayed in the media.
12. Promote teacher certification programs that include the understanding of language learning theory and the cultures of the diverse students in their schools.
13. Promote the maintenance of the native languages of non-English speakers as a national asset.
14. Collect and disseminate reliable data to document the educational characteristics and needs of Hispanics.
15. Craft curricula in education, programs at the federal and local levels.
16. Promote the development and implementation of culturally sensitive and diverse measures of educational placement and achievement, especially for those students with limited English proficiency.
17. Promote the development and use of appropriate diagnostic and placement instruments for Hispanics with special education needs.

TABLE III
Housing Needs

Priority

1. Increase Hispanic representation on housing policy-making bodies, i.e. planning, zoning, and housing boards.
2. Increase quality housing for low-income Hispanics.
3. Increase local and state lobbying efforts for better housing for Hispanics.
4. Disseminate information to the Hispanic community on housing development, tenants' rights, and maintenance and restoration of property.
5. Increase the Hispanic community's awareness of and involvement in long-range housing plans of government and business.
6. Provide technical assistance and counseling for housing purchase and rent.
7. Combat discrimination against Hispanics in housing.
8. Establish coalitions to advocate on behalf of Hispanic housing needs.
9. Increase mix of residents from different ethnic groups within neighborhoods.
10. Increase public awareness of displaced Hispanics in our cities.
11. Establish bilingual hot lines.
12. Gather data on residents of low-income housing.

TABLE IV
Health Needs

Priority

1. Improve the delivery of health care to the Hispanic community for all age groups, from prenatal care to geriatrics.
2. Reduce substance abuse and alcoholism among Hispanics.
3. Reduce Hispanic teenage pregnancy.
4. Increase the number of Spanish/English bilingual health practitioners, i.e. doctors, nurses, etc.
5. Provide financial aid and career guidance to Hispanic students wishing to pursue careers in the health professions.
6. Improve the basic and quality health care services to make it accessible to Hispanics of all income groups.
7. Develop Hispanic leadership in the health field.
8. Increase and improve the delivery of services in the area of mental health.
9. Increase Hispanic staff in health organizations.
10. Institute research and generate reliable data on the health needs of Hispanics.
11. Disseminate information on disease prevention and early intervention (for AIDS, tuberculosis, cancer, etc.).
12. Increase the awareness and sensitivity of health and law enforcement professionals regarding health problems and needs of Hispanics.
13. Establish coalitions between groups to advocate on behalf of Hispanic health issues.
14. Establish bilingual hotlines.

TABLE V
Human Service Needs

Priority

- 1 Increase affordable day care.
- 2 Promote the development of Hispanic leadership.
- 3 Increase Hispanics' knowledge and awareness of available services.
- 4 Increase Hispanic staff in human service organizations.
- 5 Promote collaboration among human service agencies delivering services to Hispanics.
- 6 Increase the delivery of services in the areas of child abuse and domestic violence.
- 7 Promote training for welfare recipients.
- 8 Improve foster care and adoption services.
- 9 Establish coalitions to advocate on behalf of Hispanic human service needs.
- 10 Improve emergency needs delivery systems in food, shelter, and crisis-oriented services.
- 11 Increase volunteerism among Hispanics.
- 12 Improve services for migrant workers and their families.
- 13 Promote affordable public transportation.
- 14 Increase facilities available to Hispanics.

TABLE VI
Community and Economic Development Needs

Priority

- 1 Increase the availability of training and support programs to facilitate the entry of Hispanics into the youth, and minority owned business into the marketplace.
- 2 Reduce Hispanic unemployment.
- 3 Increase the number of Hispanics in corporations and foundations, particularly at the managerial and governing levels.
- 4 Promote capital formation and the preservation of financial resources within local communities.
- 5 Promote collaboration and joint ventures between Hispanic and non-Hispanic organizations, businesses, and corporations.
- 6 Promote the development of Hispanic entrepreneurial skills.
- 7 Ensure the economic stability and growth of Hispanic community-based organizations and social service agencies.
- 8 Promote development of leadership skills among Hispanic youth.
- 9 Increase the number of Hispanics with skills in advertising, product promotion and management.
- 10 Bring together representatives of Hispanic agencies for determining priorities, developing strategies, and planning.
- 11 Promote dissemination of successful small business development strategies.
- 12 Improve working conditions for Hispanics.
- 13 Ensure leadership continuity in community organizations.
- 14 Promote collaboration and mutual support among agencies representing the various Hispanic subgroups.
- 15 Document and disseminate information on successful community programs.

Needs by Geographic Area

An objective of the survey was to obtain information on the differences and similarities of needs by state, profession or employment, and national origin group. Table VII presents the order of the first five priorities for each of the areas by state. The letters correspond to the state literally under each area as they appear in the survey instrument (Appendix B).

In Table VII, a large degree of similarity is evident in the needs of most respondents selected, irrespective of their state of residence. The largest degree of similarity in responses occurred between respondents from the state of Massachusetts and Connecticut. The top five priorities tended to be the same for all states with a few variations. These variations include:

Political Education and Empowerment

- For respondents from New Jersey, #1—"increase the number of Hispanics able to effectively manage and conduct political campaigns"—was a significantly higher priority than for other states.

Housing

- A larger proportion of leaders from Connecticut and New York than those of other states selected #1—"increase the Hispanic community's awareness of and involvement in long-range housing plans of government and business"—as a higher priority.

Health

- Responses from Rhode Island showed the greatest variation from those of other states. The majority of Rhode Island respondents selected #1—"increase the awareness and sensitivity of health and law enforcement professionals regarding health problems and needs of Hispanics"—as a priority. The more recent development of the Latino community in Rhode Island, when compared to the other states, could account for this difference. Leaders might be perceiving that the primary need is for people to recognize the presence of a group with different needs.

- Proportionately more leaders from New Jersey than from other states selected #1—"improve the financing of quality health-care services to make it available to Hispanics of all income groups."

Community and Economic Development

- Proportionately more leaders from Massachusetts selected #1—"ensure the economic stability and growth of Hispanic community-based organizations and social service agencies"—as a priority.
- A greater proportion of respondents from New Jersey selected #1—"promote the development of Hispanic entrepreneurial skills."

Responses from Rhode Island leaders tended to be the most different when compared to the other states in the Northeast. Possible reasons for this include the more recent development of the Latino population of Rhode Island and the relatively small number of respondents from that state.

Except for Massachusetts, comparisons within states were difficult to undertake because of the low number of responses in because of their concentration within a particular area, usually a major city (for example, New York City). A broader sample for Massachusetts permitted the regional comparisons that appear in Table VII.

Responses in the areas of health, human services, political education and empowerment, and education and training were similar. In the area of housing, the first priority for Western and Central Massachusetts—#1—"increase local and state housing efforts for better housing"—did not appear among the first five priorities for the Boston area. However, #1—"combat discrimination against Hispanics in housing"—was a much higher priority for Central and Western Massachusetts. The nature of these responses could reflect a more serious situation of housing needs for the central and western sections of the state. Priority community and economic development needs selected by Central and Western Massachusetts leaders included #1—"promote development of leadership skills among Hispanic youth."

TABLE VII
Needs by State*

Priority Needs	Total n=200	Conn. n=28	Mass. n=103	New Jersey n=11	New York n=79	Rhode Island n=28
Political Education and Empowerment						
1	a	a	a	c	c	a
2	b	b	d	d	d	c
3	a	d	a	d	a	a
4	a	d	a	a	a	d
5	b	b	b	a	b	b
Education and Training						
1	a	d	a	a	a	a
2	d	a	d	d	d	c
3	a	d	a	a	a	a
4	ab	ab	ab	c	ab	ab
5	c	d	d	b	b	d,ab
Housing						
1	c	a	c	a	a	a
2	a	a	a	c	b	d
3	b	b	b	b	a	c
4	d	b	d	b	b	b
5	b	b	b	d	d	a
Health						
1	a	a	a	b	a	b
2	b	b	a	a	b	ab
3	a	a	b	b	a	b
4	a	d	a	b	b	a
5	d	d	d	d,ab	b	d,ab
Human Services						
1	b	b	b	b	b	b
2	a	b	a	b	a	ab
3	b	a	a	d	b	a
4	ab	d	d	a	a	b
5	d,ab	a	d,ab	ab	d,ab	a
Community and Economic Development						
1	a	c	c	c	c	c
2	b	b	b	a	a	b
3	a	a	b	d	a	a
4	a	a	a	a	b	b
5	b	d,ab	b	b	ab	b

*The letters refer to the needs as they appear on the survey instrument (see Appendix D).

TABLE VIII
Needs for Massachusetts

Priority Needs	Total n=200	Massachusetts n=103	Boston Area n=44	Central and Western Mass. ¹ n=52
Politics, Education and Empowerment				
1	c	c	c	c
2	d	d	a	d
3	a	a	d	a
4	a	a	b	b
5	b	b	a	a
Education and Training				
1	a	a	d	a
2	d	d	a	d
3	a	a	a	a
4	ab	ab	ab	ab
5	c	d	b	d,ab
Housing				
1	a	a	a	b
2	a	a	a	a
3	b	b	b	c
4	d	d	d	a
5	b	b	b	b
Health				
1	a	a	a	ab
2	b	a	a	d
3	a	b	b	a
4	a	a	d	b
5	d	d	a	a
Human Services				
1	b	b	b	b
2	a	a	d	a
3	b	ab	a	ab
4	a	d	d	d
5	d,ab	d,ab	ab	d
Community and Economic Development				
1	c	c	a	c
2	b	b	b	b
3	a	b	a	b
4	a	ab	d	a
5	b	d	b	d,ab

¹Boston Area: Boston, Cambridge, Chelsea, Jamaica Plain, Roxbury
Central and Western Massachusetts: Amherst, Holyoke, Springfield,
Worcester, Framingham

Needs by Employment

To assess the differences of opinion of persons from different professional backgrounds and areas of expertise, the survey instrument requested information on the type of organization at which the respondent was employed. The three major areas of employment were government, community-based and nonprofit organizations, and educational institutions. As Table IX demonstrates, the responses of the three groups were quite similar. Some variations were evident.

Political Education and Empowerment

- Leaders from community-based organizations and nonprofits selected (a) "establish contacts between groups that share Hispanic concerns"—as a higher priority.

Education and Training

- A greater proportion of leaders from community-based and nonprofit organizations selected (a) "provide students with limited English proficiency with an education that promotes academic achievement"—and (j) "provide English literacy for adults and out-of-school youth of limited English proficiency."

Health

- More leaders from government and education institutions chose (k) "improve the financing of quality health-care services to make it accessible to Hispanics of all income groups."

Human Services

- Respondents employed by the government selected (i) "provide housing for welfare recipients"—as a higher priority.

Community and Economic Development

- A greater proportion of leaders working with community-based and nonprofit organizations indicated as a priority (a) "ensure the economic viability and growth of Hispanic community-based organizations and social service agencies."

TABLE IX
Needs by Employment

Priority Needs	Total n = 267	Government Units/Local n = 75	CBOs and Nonprofits n = 111	Educational Institutions n = 81
Political Education and Empowerment				
1	c	c	e	e
2	d	e	a	d
3	a	d	e	e
4	e	a	d	a
5	b	b	b	b
Education and Training				
1	a	a	b	a
2	d	d	d	d
3	e	e	e	e
4	de	de	de	de
5	f	f	g	e,h
Housing				
1	e	f	a	a
2	a	a	c	c
3	f	f	f	f
4	d	d	d	d
5	i	i	i	i
Health				
1	d	b	e	e
2	b	e	a	b
3	d	a	b	a
4	e	d,h	a	a
5	f	e	d	b
Human Services				
1	b	b	b	b
2	e	i	e	i
3	i	de	a	e
4	de	a	e	d
5	d,h	i	de	g
Community and Economic Development				
1	e	f	f	d
2	b	b	a	b
3	e	a	b	e
4	a	d	h	i
5	d	e	e	d

Overall Priority Needs

After selecting the five priority needs at each area, respondents were asked to indicate the top five overall priority needs, selecting from all categories. The ten needs selected by the largest number of respondents appear in Table X as the Overall Priority Needs, and in Tables XI through XV for each state. These tables show that with the exception of Rhode Island, all other Northeastern states (Connecticut, Massachusetts, New Jersey, New York) have a minimum of seven of the overall needs in common.

TABLE X
Top Ten Priority Needs/ All Respondents

Priority

1. Increase Hispanic school attendance and reduce drop-out rates.
2. Increase quality training for low-income Hispanics.
3. Increase the number of Hispanic voters.
4. Increase the representation of Hispanics in elected and appointed offices.
5. Increase Hispanic representation in administrative and policy-making positions at all levels of the educational system, i.e., superintendents, school boards, etc.
6. Promote the development of Hispanic leadership.
7. Increase the availability of training and support programs to facilitate the entry of Hispanic women, youth, and unemployed persons into the workforce.
8. Improve the delivery of health care in the Hispanic community for all age groups from prenatal care to gerontology.
9. Increase the Hispanic community's understanding of the political process at the national, state, and local levels.
10. Increase Hispanic representation on housing policy making bodies, i.e., planning, zoning, and housing boards.

TABLE XI
Top Ten Priority Needs/Connecticut

Priority

- 1 Increase the representation of Hispanics in elected and appointed offices
- 2 Increase Hispanic school attendance and reduce drop-out rates
- 3 Promote the development of Hispanic leadership
- 4 Increase quality housing for low-income Hispanics.
- 5 Reduce Hispanic teenage pregnancy
- 6 Increase the number of Hispanic voters.
- 7 Increase volunteerism among Hispanics
- 8 Promote quality training programs providing skills that lead to employability for youth and adults with limited English proficiency
- 9 Increase Hispanic representation on housing policy-making bodies, i.e., planning, zoning, and housing boards
- *10 Promote collaboration among human service agencies delivering services to Hispanics
- *10 Increase the availability of training and support programs to facilitate the entry of Hispanic women, youth, and unemployed persons into the workforce

*Tied for tenth place

TABLE XII
Top Ten Priority Needs/Massachusetts

Priority

- 1 Increase Hispanic school attendance and reduce dropout rates.
- 2 Increase quality housing for low-income Hispanics
- 3 Increase the number of Hispanic voters
- 4 Increase the delivery of health care in the Hispanic community for all age groups, from prenatal care to gerontology
- 5 Increase the Hispanic community's understanding of the political process at the national, state, and local levels
- 6 Increase the representation of Hispanics in elected and appointed offices
- 7 Increase Hispanic representation in administrative and policy-making positions at all levels of the educational system, i.e., superintendents, school boards, etc.
- 8 Increase the availability of training and support programs to facilitate the entry of Hispanic women, youth, and unemployed persons into the workforce
- 9 Reduce Hispanic teenage pregnancy
- *10 Increase Hispanic representation on housing policy-making bodies i.e., planning, zoning, and housing boards
- *10 Promote capital formation and the preservation of financial resources within local communities

*Tied for tenth place

TABLE XIII
Top Ten Priority Needs/New Jersey

Priority

- 1 Increase Hispanic school attendance and reduce dropout rates.
- ✓ 2 Increase the representation of Hispanics in elected and appointed offices.
- ✓ 3 Increase the number of Hispanic voters.
- ✓ 4 Increase Hispanic representation in administrative and policy-making positions at all levels of the educational system, i.e., superintendents, school boards, etc.
- ✓ 5 Reduce substance abuse and alcoholism among Hispanics.
- ✓ 6 Increase Hispanic representation on housing policy-making bodies, i.e., planning, zoning, and housing boards.
- ✓ 7 Increase quality housing for low-income Hispanics.
- ✓ 8 Provide technical assistance and counseling for housing purchase and RMI.
- ✓ 9 Promote the development of Hispanic leadership.
- ✓ 10 Reduce Hispanic unemployment.

TABLE XIV
Top Ten Priority Needs/New York

Priority

- 1 Increase the number of Hispanic voters.
- 2 Increase Hispanic school attendance and reduce dropout rates.
- 3 Increase quality housing for low-income Hispanics.
- 4 Increase Hispanic representation in administrative and policy-making positions at all levels of the educational system, i.e., superintendents, school boards, etc.
- 5 Promote the development of Hispanic leadership.
- 6 Increase the Hispanic community's understanding of the political process at the national, state, and local levels.
- 7 Increase the representation of Hispanics in elected and appointed offices.
- *8 Increase the availability of training and support programs to facilitate the entry of Hispanic women, youth, and unemployed persons into the workforce.
- *9 Increase Hispanic representation on housing policy-making bodies, i.e., planning, zoning, and housing boards.
- 10 Improve the delivery of health care in the Hispanic community for all age groups, from prenatal care to gerontology.

*Tied for eighth place.

TABLE XV
Top Priority Needs/Rhode Island*

Priority

- 1 Increase Hispanic school attendance and reduce drop-out rates
- 2 Increase quality housing for low-income Hispanics
- 3 Reduce Hispanic unemployment
- 4 Increase the number of Hispanic voters.
- 5 Increase Hispanic staff in health organizations
- 6 Increase Hispanic staff in human service organizations.
- 7 Increase the availability of training and support programs to facilitate the entry of Hispanic women, youth, and unemployed persons into the workforce.

*The low number of respondents from Rhode Island did not allow for determining the top ten priority needs. The top seven are presented.

**Needs by National
Origin Group**

The survey responses did not allow for differentiation by national origin group because Latino respondents in the Northeast are a mixed group within which Puerto Ricans tend to predominate. There were only a very limited number of communities in which Puerto Ricans were not identified as the predominant group. This limited number did not allow for comparisons. To obtain information on the specific national group differences other alternatives could be used, such as oversampling national origin groups that are not Puerto Ricans (in using only leaders, an inherent difficulty is the limited number of leaders from the more recent immigrant groups and emerging groups at the local level). The method would enable developing groups to express their opinions and needs. However, given the great degree of similarity in the responses of Latino leaders across the region it seems reasonable to suggest that the needs identified in this report are common to most Latinos in the Northeast.



Appendix I Survey Instrument

NOTE: A. Local persons responsible in an organization or agency, please do a revision of this form using a number.

The Status of Bilingual in the Country

The following is a list of ways in which bilingual is in the areas of political education and government, education, training, health, housing, labor relations, and community and social development.

Please circle those five to six each section that you consider most important to your Spanish community.

- 1 POLITICAL EDUCATION AND GOVERNMENT (Circle those five most important)
- 2 Increase the Spanish community's participation in the political process of the national state and local levels.
- 3 Provide Spanish members of the benefits of participating in all levels of government.
- 4 Increase the representation of Hispanics in elected and appointed offices.
- 5 Increase the number of Hispanic men to effectively manage and control national programs.
- 6 Increase the representation of public officials in managing the work of Hispanic.
- 7 Provide research and dissemination of information on Hispanic social problems, national attention, political organizations political educational needs.
- 8 Increase the number of Hispanic voters.
- 9 Increase the number of Hispanic people that speak Spanish members.
- 10 Increase Hispanic political participation capabilities.
- 11 Other

Continued on next page

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EDUCATION AND TRAINING (Circle the five most important)

- 1 Increase Hispanic access attendance and reduce dropout rates.
- 2 Make available an education program at the federal and local levels.
- 3 Increase access of Hispanics to teaching positions at all levels of the educational system.
- 4 Increase Hispanic representation in administrative and policy making positions at all levels of the educational system, in a superintendent, school boards, etc.
- 5 Increase parental involvement in their children's education.
- 6 Increase the financial accessibility of education to Hispanic students.
- 7 Provide students with limited English proficiency with an education that provides academic achievement.
- 8 Improve quality of Hispanic basic non-educational studies: discipline, technology and learning style.
- 9 Provide English literacy for adults and non-educational needs of limited English proficiency.
- 10 Promote the development and implementation of culturally sensitive and diverse centers of educational research and achievement, especially for those of limited English proficiency.
- 11 Cited and disseminate research data to document the educational characteristics and needs of Hispanics.
- 12 Improve the image of Hispanics as portrayed in the media.
- 13 Promote quality training programs providing skills that lead to employment for youth and adults with limited English proficiency.
- 14 Improve the availability of and access to Spanish speakers in the media.
- 15 Promote teacher certification programs that include the understanding of language learning theory and the abilities of the diverse students in their schools.

Continued on next page

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2. Promote the understanding of the health problems of the Spanish speaking as a national goal.
3. Promote the development and use of appropriate diagnostic and treatment techniques for Hispanics with special education needs.
4. Other

III. HOWARD please advise the following objectives:

1. Increase training needs for physicians regarding:
2. Provide technical assistance and consulting for housing problems and needs.
3. Increase Hispanic representation on housing policy making bodies, i.e., planning, zoning, and housing boards.
4. Increase cooperation in the Hispanic community on housing development, tenant's rights and maintenance and restoration of properties.
5. Conduct health-related studies regarding housing.
6. Increase use of residents from different income groups within neighborhoods.
7. Gather data on residents of low-income housing.
8. Increase public awareness of diagnosed Hispanics in our offices.
9. Increase the Hispanic community's awareness of and involvement in long-range housing plans of government and business.
10. Establish coalitions to advocate on behalf of Hispanic housing needs.
11. Establish bilingual institutions.
12. Increase local and state funding efforts for better housing for Hispanics.
13. Other

(continued on back page)

IV. HOWARD please advise the following objectives:

1. Reduce Hispanic teenage pregnancy.
2. Reduce substance abuse and alcoholism among Hispanics.
3. Decrease Hispanic child in health care utilization.
4. Provide financial aid and career guidance to Hispanic students who are at-risk in the health professions.
5. Improve the delivery of health care in the Hispanic community for all age groups, from pre-natal care to geriatrics.
6. Increase research and generate reliable data on the health needs of Hispanics.
7. Develop/expand participation in disease prevention and early intervention for AIDS, tuberculosis, cancer, etc.,.
8. Increase and improve the delivery of services in the area of mental health.
9. Develop Hispanic leadership in the health field.
10. Increase the awareness and availability of health care and the environment professionals regarding health problems and needs of Hispanics.
11. Improve the functioning of quality health care services to meet the needs of Hispanics of all income groups.
12. Establish coalitions between groups to advocate on behalf of Hispanic health needs.
13. Establish bilingual institutions.
14. Increase the number of Spanish/English bilingual health professionals, i.e., nurses, doctors, etc.
15. Other

(continued on next page)

7. HUMAN SERVICES please circle the five most important:

1. Improve the delivery of services to the needs of SLBID youth and minority residents.
2. Increase affordable day care.
3. Improve emergency health delivery systems in food, shelter and other essential services.
4. Promote collaboration among human services agencies delivering services to Hispanics.
5. Promote the development of Hispanic leadership.
6. Increase employment for Hispanic mothers and their families.
7. Establish coalitions to advocate on behalf of Hispanic home ownership issues.
8. Increase collaboration among Hispanics.
9. Improve foster care and adoption services.
10. Promote training for workers and parents.
11. Promote affordable public transportation.
12. Increase Hispanics' knowledge and awareness of available services.
13. Increase Hispanic staff in human services organizations.
14. Increase hot-lines available for Hispanics.
15. Other: _____

(Mark circle on next page)

8. NUMBER OF SLBID'S, YES _____ NO _____

9. ECONOMIC AND ECONOMIC DEVELOPMENT please circle the five most important:

1. Promote capital formation and the preservation of financial resources within local communities.
2. Increase the number of Hispanics with skills in administration, product promotion and management.
3. Increase the availability of training and support programs to facilitate the entry of Hispanic women, youth and unemployed persons into the workforce.
4. Promote the development of Hispanic entrepreneurial skills.
5. Promote the number of Hispanics in corporations and businesses, particularly at the managerial and policy-making levels.
6. Promote collaboration and joint ventures between Hispanics and non-Hispanic organizations, businesses and corporations.
7. Promote dissemination of successful small business development strategies.
8. Increase Hispanic entrepreneurship.
9. Improve working conditions for Hispanics.
10. Encourage the economic stability and growth of Hispanic community-based organizations and social enterprise operations.
11. Increase leadership continuity in community organizations.
12. Promote collaboration and mutual support among agencies representing the various Hispanic sub-groups.
13. Disseminate and disseminate information on successful community programs.
14. Bring together representatives of Hispanic agencies for coordinating efforts, developing strategies and planning.
15. Promote development of leadership skills among Hispanic youth.
16. Other: _____

(Mark circle on next page)

10. NUMBER OF SLBID'S, YES _____ NO _____

11) Have you ever attended the City and County Board in any other capacity, please review the questionnaire and indicate the City Council Member name and all the organizations involved.

12) Which Hispanic subgroup best represented in your household? Please circle the one that best describes the predominant group.

- | | |
|-----------------|-------------------|
| 1. Puerto Rican | 6. Cuban |
| 2. Mexican | 7. South American |
| 3. Puerto Rican | 8. Other Hispanic |

13) Please indicate the city and state in which your household is located.

City: _____ State: _____

14) In what type of organization are you presently employed?

- 1. Community-based organization
- 2. Government organization
- 3. Non-profit organization
- 4. Local government
- 5. State government
- 6. Education institution
- 7. Health care organization
- 8. Health care organization
- 9. Self-employed
- 10. Professional corporation/partnership
- 11. Insurance
- 12. Other

Please return as soon as possible to: (Deadline December 15, 1990)

To: Juan P. Rodriguez
Director, Institute for Public Health
Office of Health and
1111 14th Street, NW, Suite 1000
Washington, DC 20004

Please use the back for any additional comments.

THANK YOU

Appendix II

Population Growth/Northeastern States: 1980-1986

State		Population 1980	Population 1986	% Change (1980-86)
Connecticut	White	2,799,000	2,805,000	0%
	Black	217,000	235,100	8.3%
	Hispanic	124,000	151,100	21.8%
Maine	White	1,010,000	1,007,000	-0.3%
	Black	2,000	2,100	5.0%
	Hispanic	5,000	5,000	0%
Massachusetts	White	5,580,000	5,440,700	-2.5%
	Black	270,000	335,100	23.9%
	Hispanic	140,000	185,000	31.9%
New Hampshire	White	950,000	950,000	0%
	Black	4,000	4,200	5.0%
	Hispanic	4,000	4,000	0%
New Jersey	White	6,177,000	6,244,100	1.1%
	Black	905,000	940,100	3.9%
	Hispanic	690,000	840,000	21.7%
New York	White	13,880,000	13,433,000	-3.2%
	Black	1,400,000	1,491,000	6.5%
	Hispanic	1,400,000	1,821,000	30.1%
Rhode Island	White	897,000	915,000	2.0%
	Black	70,000	71,700	2.4%
	Hispanic	20,000	21,000	5.0%
Vermont	White	587,000	588,000	0.2%
	Black	1,000	1,100	10.0%
	Hispanic	0,000	0,000	0%
Totals		31,570,000	31,881,000	1.0%
Northeast	White	2,890,000	2,811,000	-2.7%
	Hispanic	2,000,000	2,155,000	7.8%

Sources: 1980 Census and U.S. Hispanic White Study; George Mason University

*The Connecticut Department of Labor estimated a 1987 Hispanic population rate of 1.2. This would represent a 10% increase over 1980.

**The Massachusetts Department of Regional Affairs estimated that Hispanic population in 1980 in the 190. This would represent a 10% increase over 1980.

†In 1980, the Department of Health based estimates that the Hispanic population was 50,000. This would represent a 10% increase over 1980.

MARGARITA RIVERA-ARMSTRONG, Esq., has been active in the community sector for fifteen years—eight years volunteer before her practice in New Orleans. She is a lawyer who helped form the New Jersey Hispanic Bar Association, serving as its first President, and helped establish a Relationship Panel Committee for Hispanic law students. She currently is Associate Counselor at the Law Division of Michael Stewart Life.

ELGA M. ESCOBAR came to the United States from Guatemala in 1967 and in 1974 began working with the Hispanic community at Rhode Island. She is currently the Assistant Coordinator of Community (Hispanic) Relations for the State Department of Human Services. She was a very active in the Hispanic Social Services Center for a number of years.

ARMANDO FALCON-TRAFFORD, Director of Housing and Planning for La Casa de Puerto Rico in Hartford, is responsible for researching and documenting needs by needs of Hispanics, particularly in the housing area. She works to advance policies at state and local levels with regard to cost and funding—especially housing. Educated in Chile, Ms. Falcon-Trafford holds degrees in social work and urban planning and is now Chair of the Hartford Neighborhood House of Children.

HERBERTO FLORES is one of the founders and the current Executive Director of the New England Puerto Welfare Council. As such, Flores directs an \$8 million nonprofit corporation with a service area of 25,000 people in New England all year through day care employment training and health assistance. One of his many distinctions is a 1984 appointment to the Rhode Island State Board of Regents, the first Puerto Rican to serve this board.

PATRICIA C. FOGARTY, Executive Director of the NYNEX Foundation at the time of the conference, has been involved in the strategic planning issues of public utilities of both New York Telephone and its newly created parent company, NYNEX, for the past four years. She is currently External Affairs Director of Marketing Development and Research and has served as Director of Planning and Administration and Director of Community Relations at the NYNEX Public Services Department. In addition to her NYNEX duties, she

serves as a volunteer or board member for various NOLA, service and other nonprofit organizations.

JUAN FRANCISCO began his involvement with the Hispanic community of Rhode Island when he first moved to the state in 1976. He organized the first Latin American National Association of his ancestry and was the first Hispanic to sit on the City Council in Providence. Currently, he serves as the Executive Housing Project Coordinator of the Rhode Island Commission for Human Rights. He also serves on the United Island Board of Regents and the Hispanic Chamber of Commerce and is Chair of the Hispanic Political Action Committee.

FABIAN GARCIA, born in the Dominican Republic, is a founder and first Executive Director of La Alamosa Hispana, the largest Hispanic social service agency in Boston. A graduate of the New School of Social Research, Mr. Garcia served as Special Assistant to the Governor of Massachusetts on human service programs and Hispanic policies from 1974 to 1979. He is currently the Executive Director of United South End Settlements, the principal neighborhood agency in the South End/Lower Roxbury area of Boston.

WENDEL GONZALEZ BERNIERI, Esq., is the founder and former Executive Director of the Hispanic Health Council for the was recently appointed Assistant Manager for Human Resources for the State of Connecticut. A former member of the Hartford Board of Education who has a law degree from the University of Connecticut, she has concentrated her work on health and education issues, particularly as they affect Puerto Ricans. In such, she has been involved in health care at local, national, and international levels.

CARMELLO GUERRA is the Executive Director of Casa del Yo in Boston, Massachusetts.

RAMON KILGERRY, J.D., born in the Dominican Republic, is an attorney with offices in New Jersey and Puerto Rico. For many years he has been active in immigration law, housing, and labor concerns. One of the highlights of his work was coordinating the Latino participation from the Northeast for the 1984 Anniversary March on Washington. In 1983, currently, he is working as the founder and President of the Inter-

area Committee for Latin American Action in Washington, an international organization which addresses problems created for Latinos in the United States and abroad by the farm occupation law.

HERNAN LAPONTAINE, a native New Yorker whose parents emigrated from Puerto Rico in the 1920s, was born and raised in the Bronx. His father, who was appointed President of P.S. 52, the last completely bilingual school in the Northeast in 1972, he was appointed to head the new's mission office of bilingual education at the New York City Board of Education. In 1979 he achieved his current post as a principal director of Schools for the Hartford, Connecticut, Public Schools system. The first Puerto Rican to serve as Superintendent of a major city school district in the United States.

FLORA MARQUELLE EDWARDS, Ph.D., former President of Hunter College in New York, is the new President of Middlebury College in New Jersey. She was the first Hispanic woman to obtain the presidency of a college. Dr. Edwards has many years of experience in teaching and administration at the college and university levels. She is a member of numerous professional, educational organizations and serves on the boards of directors of over ten community organizations.

YVONNE HARRIS is a high school student from Brooklyn, New York. A Puerto Rican born in New York City, Ms. Harris moved to Puerto Rico at a child and later returned to New York. A product of bilingual education, she was a national winner with the NORTHEAST Public Policy Learning Program in 1984. She recently finished under the U. S. House of Representatives as an intern Committee on Children, Youth, and Families. She has a strong concern for the relations of education, industry and the environment in public and medicine.

HERNANDO A. MARTINEZ, Ph.D., is Director of the Division for Training, Evaluation and School Services at the Institute for Urban and Minor Education, Teachers College, Columbia University. In this capacity he directs programs that provide training and technical assistance to federal, state, and city agencies across the Northeast, Puerto Rico, and the Virgin Islands. Dr. Martinez serves

on numerous boards of directors and advisory boards, including the New York Urban Coalition and The College Board. He has served as an educational consultant to universities, government agencies, and professional organizations.

SARAH E. MELNICK, EdD, is Associate Director of the Office of Minority Concerns of the American Society for Education. She was born in New York City where she began her career as a bilingual teacher. She is past President of the National Association for Bilingual Education and is at present devoted to a speaker on Hispanics in higher education and bilingual education at meetings and conferences around the country.

OLGA A. MENDEZ, PhD, is currently serving her fourth year as a New York State Senator representing the South Bronx and parts of Manhattan. She was the first Puerto Rican woman in the United States elected to such a position. Formerly a research psychologist and professor, Dr. Mendez is now a full-time legislator working to increase participation of disadvantaged women and minorities. She has conducted voter registration drives throughout New York State and efforts for dedication to good government.

NELSON MERRILL is the Deputy Director for Planning and Policy in the Public Works Department of the City of Boston. He is responsible for the Planning and Policy Division and implementing its functions, which include neighborhood planning, land inventory management program and budget development, organizational and program evaluation, information management and research. Previously, he was Executive Director of Atlantic Housing, Inc., a non-profit nonprofit corporation, where he helped initiate and implement community development strategies for low-income neighborhood.

ELSA MUNIC-NORMAN, PhD, is Associate Dean of Faculty and Associate Professor of English at The City University of New York/The College of Staten Island. Prior to her appointment to Staten she was an Associate Professor of English at Seton Hall College in New Jersey for 11 years. She chairs the Board of Directors of AUPHA of New Jersey and is the Chairperson of the Hispanic Association of Higher Education New Jersey.

EMUEL P. O'NEILL began working for the Puerto Rican movement in 1973, first with AOPRA and later as Executive Aid Director of Rutgers University, coordinating its specific students-to-study college. When in New Jersey he was also active in the National Hispanic students movement. In 1980 Mr. O'Neill married in Vermont where he now is Executive Aid Director at Colby College. He has been active in the labor movement there and also achieved a position of the Democratic Party National Executive College on Vermont to incorporate the self-determination of Puerto Rico.

RAQUEL ORTEG has worked in public broadcasting for the past 18 years for some of the major television stations in the country, helping to create and produce series such as *On Place for WGBH* in Boston, *Standards for WNET* in New York, and *Adventure for WETA* in Washington, D.C. She is currently Executive Producer for *Community Affairs* at WGBH in Boston and is part of the Board of the Latino Communities' publications' production organization within the Public Broadcasting System. She states that she has always been involved broadly in community and advocacy activities toward the goal of increasing the number of Hispanics in the media.

JAMES PETERSON, EdD, is the AUPRA Association's Deputy National Executive Director and Director of the AUPRA Institute for Policy Research, an educational research and policy study from Cato Gap, Puerto Rico, and a former Director of Research Studies at the American Council on Education. Dr. Peterson is also former Director of the Research Institute of Inter-American University of Puerto Rico and founder of the Center for Research and Documentation on Hispanic (CIRDH).

MARLENA A. POLANCO JONES, EdD, is Director of the Office of Community Colleges at the New Jersey Department of Higher Education. She has a doctorate in social education and bilingual education and has held numerous positions in the area of bilingual education, both in New York and in Puerto Rico. In 1984 Dr. Polanco Jones authored the bilingual leadership National Program which has been recognized both locally and nationally as an innovative approach to leadership training for Hispanics.

KATHA QUENEFER, Chairwoman of the New York City Board of Education, is a product of New York City schools. As the chief administrator for the largest school system in the nation, she is responsible for the education program of almost one million students. Prior to her present appointment, she served as Executive Director of the Division of High Schools for a period before that she was a high school principal, and assistant principal, served on the Board of Education, and was a teacher of foreign languages.

WILLIAM RADWIN is a Senior Financial Analyst at the Economic Development Department of the Port Authority of New York and New Jersey where he has supervised the only regularly based business capital investment program in the United States. In addition, Mr. Radwin is a National Chairman of the AUPRA Association for

EMUEL A. REVELL, an engineer by training, works for a major construction corporation as Manager of External Affairs in charge of community relations for the Hispanic community of New Jersey. This responsibility involves the processing of construction requests from Hispanic groups and developing close working relationships with key Hispanic leaders. Mr. Revelle also serves on the board of several community organizations and is Chairman of OLGA, a drug rehabilitation program.

MARGARET RODRIGUEZ, an Argentine with a high school studied in Manhattan, was honored as a bilingual educator after graduating from college. While living in Puerto Rico she was very active in many Hispanic boards and committees, including the Puerto Rican People's Committee, the Hispanic Professional Council, and Casa Puerto Rico, Inc. at the time of the conference, she was the main staff person of the Puerto Rican National Council on Hispanic Affairs in the Office of Lieutenant Governor Richard Luthi.

JOAN ROSARIO, EdD, the AUPRA Association's National Executive Director, has been an educator and community organizer for more than 20 years. Born in Nassau, Puerto Rico, Dr. Rosario came to the United States in 1950 and was raised in New Jersey. She first

worked for ASPRA in 1988 as the founding Executive Director of ASPRA of New Jersey. He has had numerous research, development, and teaching posts including serving as a research consultant for the Office of Civil Rights in the U.S. Department of Health, Education, and Welfare and as Assistant Executive Superintendent of Schools for the Newark, New Jersey, Board of Education.

RAFAELA SANTIAGO, Ph.D., the new President of Teachers College, was born and raised in New York City. After attending Brooklyn College she began work as a consultant at ASPRA. She later became a Center Director and then Deputy Director of the organization. She received her doctorate from Fordham University with a thesis on the ASPRA vs. Board of Education suit, work which she had been involved in. Dr. Santiago most recently was Associate Professor and Director of Programs in Bilingual Education at Teachers College, Columbia University.

MARIA SANTIAGO-MERCADO has a long association with ASPRA. She was employed by the organization from 1983 to 1990 and for the past 10 years has been on the Board of ASPRA of New Jersey. She has also served as both Program Chair and Chair of ASPRA of America. She was a Program Administrator for the Educational Training Center for two years and since 1985 has been Director of Education, Services at Puerto Rico Community College. She now, her, doing work on behalf of the Puerto Rican community as based on the need for community representation and the development of leadership at all levels.

JOSUAN F. SANTOS is Vice President for Administration for NYNEX National Telephones Company. He is responsible for labor relations, human resources, public relations and governmental relations for NYNEX Telephones. Mr. Santos began his career in 1966 as an engineer at New York Telephone. He has an MBA from the City University of New York and is a member of the National Society of Professional Engineers and the Chapter of Logistics Management.

SAUL SHERBY, Ph.D., works in a Bilingual Vocational Education Consultant for the Vocational/Technical School System of the New Jersey Department of Education, Clarks Summit. In this capacity he has planned and supervised the extensive development of the new statewide system for bilingual vocational training in the nation. He has also developed such programs at the secondary level. Dr. Sherby originally from Chicago, has experience in such areas as career and vocational involvement in community development.

MARGARETA TORRES worked with the New Telephone System for 20 years before starting her own business as a communications consultant in 1985. As one of the leaders in the Hispanic community, she has served in many capacities relating to activist changes and facilitating the formation of networks to address community problems. She has been Chairperson of the Puerto Rican Family Institute and the National Puerto Rican Institute and has served on city and state advisory bodies such as the Governor's Hispanic Advisory Committee in New York.

ELIZABETH WUNDERLINDER is Program Assistant for the ASPRA Association National Office. She comes to ASPRA with a background in community organizing and international studies. When a student at M. C. University she coordinated the international year of the National American University Network. In addition to her work at ASPRA and graduate studies at The American University, Ms. Wunderlinder is actively involved in work with the Central American community in Washington, D.C.

Appendix IV Selected Resources* Health, Housing, and Human Services

CONNECTICUT

Health

Branford

Senior Health Programs

Meriden

Golden Age Center study on Hispanic elderly
Meriden Health Network
Hispanic Senior Association of Health

Storrs

Hispanic Health Council (in)
State Association of Hispanic Psychologists

Housing

Meriden

Choosing That Piece of Connecticut

Bridgeport

Community Action, Inc.
Urban Action

Meriden

Archdiocese of Hartford
Capital Housing Corporation
City of Hartford
(Helen Rodriguez)

Yvonne Sanchez, Deputy Commissioner of Housing
(State Department)

St. Joseph del Patro

La Casa de Puerto Rico
The Affiliated Housing Bureau
Office of Housing and Urban Development
Yvonne Rodriguez
San Juan Center
South Gate Community in Ansonia
Texas

Meriden

Committee for Human Development/US Citizens
Conference Group Housing

New Haven

Gerardo Garcia, Former Director of Municipal
Housing and Development Office

Human Services

Meriden

Consumer Center

Connecticut Association for Special Special Action
(CASA)

Consumer's Office, Superior Services
Hartford Foundation for Public Service
Hispanic Family Institute
San Juan Center
State Department of Human Resources
United South East Settlements

MASSACHUSETTS

Health

Boston

Department of Public Health
Local housing programs
Massachusetts Neighborhood Health Centers
Public Health Programs
Working Nurses Association

Welles

Aurora Hospital
Boston City Hospital
Brigham Park Health Center/Hopkins House

Cambridge

Cambridge Hospital, Program Clinic

Plymouth

Community

Jamaica Plain

Massachusetts Mental Health Center

Lynn

Lynn City Hospital

Springfield

Springfield Health Center
Springfield Health Center

Worcester

Worcester Hospital
Worcester Hospital

Housing

Boston

Boston Neighborhood Authority
Community Office
and Mass
Massachusetts Community Development/Consumer's
Office, Alex Rodriguez

State Public Housing Department
Public Housing

Boston

Boston Housing Bureau
(Bureau in Housing Project)
Boston Housing Council

Boston Public Housing
Public Housing
and Mass

Cambridge

Cambridge Office of Community Development
Local Council Public Health
Local Housing Corporation
Local Council

EMH, Municipal Office of Planning and Evaluation
Executive Bureau in Ansonia
Springfield/Executive Bureau, Authority
Executive Corporation
Local Council

Springfield

New England Partnership Center

Human Services

Boston

County of Migration Agency
Department of Social Services
Executive Office
and Mass
La Casa del Patro
Local Housing Program

NEW JERSEY

Health

Boston

ADPH of New Jersey Health Centers Program
State Association of Hispanic Psychologists

Camden

Medical Health Organization of Camden

Asbury Park

Community United for the Rehabilitation of the Elderly
(CURE)
La Casa del Patro (organization of drug abuse)

Paterson

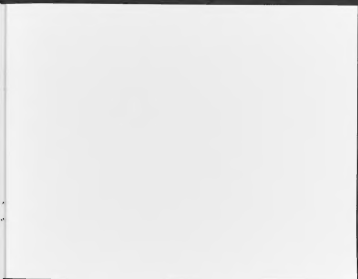
Paterson Council on Aging
Public Health Congress of New Jersey

*The lists contained in this Appendix were developed by conference participants as examples of resources viewed or visited. They do not represent a complete listing of resources in each state.

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